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ABSTRACT

Intended to assist school administrators and supervisors in designing instructional programs for dropout-prone students, this report lists recommendations for developing dropout prevention programs in various subject areas. It contains the following components; objectives; inservice education for teachers; physical facilities and equipment; outline of topics; classroom learning activities; library services; guidance services; extracurricular activities; summer schools; community involvement; and a bibliography of instructional materials. In addition, the report offers information describing those characteristics helpful in identifying dropout-prone students. The special problems faced by married students and pregnant teenagers also receive attention. The author discusses the responsibilities of each member of the faculty in the educational program designed to reduce the number of dropouts. (Author/LAA)

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PREVENTING DROPOUTS - A CURRICULUM GUIDE

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CURRICULUM MODEL FOR PREVENTING DROPOUTS

Grades 9-12

This guide was developed by
the Curriculum Development Section,
Office of General Education
and
the Program Planning and Development Section,
Office of Vocational Education
under the supervision of
Clyde E. Bedenbaugh,
Supervisor of Secondary Education
State Department of Education

CYRIL B. BUSBEE
State Superintendent of Education
1972

FOREWORD

This publication is a sequel to "Administrative Plan for Developing a Dropout Prevention Program," published by the State Department of Education. This document lists recommendations for developing dropout prevention programs in various subject areas. It contains the following components: objectives; inservice education for teachers; physical facilities and equipment; outline of topics; classroom learning activities; and a bibliography of instructional materials that should be considered in planning programs for dropout-prone students.

The factors responsible for students' dropping out of school are multifaceted and vary from school to school, therefore precluding the development of a dropout prevention program that is adaptable and appropriate for use in every high school.

Curriculum planners in each school should determine the incidence of dropouts, their characteristics, and the educational program needed to eliminate or reduce the factors and conditions responsible for students' withdrawing from school prior to graduation or completion of a program of study. The dropout prevention program should be designed to achieve specific objectives and provide for continuous evaluation of progress towards achieving established objectives.

Cyril B. Busbee
State Superintendent of Education

INTRODUCTION

This publication is intended to assist local school administrators and supervisors in designing instructional programs appropriate for dropout-prone students. It serves two major purposes:

(1) as a reference for selecting instructional activities, materials and equipment to reduce the number of dropouts in secondary schools

(2) as a model for activities recommended to program planners in the local development or adaptation of programs and materials suitable to individual student needs.

It is emphasized that no secondary school is expected to adopt all the recommendations made in this publication. Instead, curriculum planners should select only those activities and programs they deem adaptable and appropriate to the diverse needs and unique characteristics of the students involved.

Local initiative and resourcefulness are essential in making any educational program effective. Administrators may wish to reproduce sections of this book as a reference for classroom teachers' use in adding their own suggestions for motivating dropout-prone students.

The Curriculum Development Section and the Office of Vocational Education subject area consultants have prepared recommendations as to learning experiences and instructional materials that should be considered in various academic and vocational courses offered in a dropout prevention program. This publication lists these recommendations.

This document is a sequel to the publication entitled "Administrative Plan for Developing a Dropout Prevention Program," which was distributed to all public high school administrators in South Carolina. The former publication explained the need for administrative leadership in identifying dropout-prone students and offering learning experiences appropriate to their special needs.

Below is a synopsis of the information it contains.

Chapter I: High School Dropout-Prone Students

Students who drop out of school, or are dropout-prone, usually evidence characteristics that distinguish them from students who stay in school. The faculty should be able to recognize these characteristics and plan appropriate learning experiences for the dropout-prone student before he makes a decision to withdraw from school. This chapter explains the characteristics and information that can be used in identifying dropout-prone students.

Chapter II: Faculty

The effectiveness of the faculty determines the effectiveness of educational programs designed to reduce dropouts. The superintendent, principal, and teacher have specific responsibilities that must be assumed in the development of an effective dropout prevention program. This chapter explains the various responsibilities of each member of the faculty.

Chapter III: Curricular Organization

The organization of the curriculum and learning activities must be designed to motivate the student to learn and to remain in school. This chapter offers suggestions for the following components of the curriculum: (1) educational philosophy, (2) objectives, (3) inservice education, (4) instructional methodology, (5) pupil evaluation, (6) library services, (7) guidance services, (8) extracurricular activities, (9) summer schools, (10) course offerings, (11) basic human needs, and (12) community involvement.

Chapter IV: Program for Recalcitrant Students

A student whose behavior is disruptive to the orderly operation of the educational system is frequently suspended or expelled. This chapter explains alternative programs that may be considered for recalcitrant pupils, rather than suspension or expulsion.

Chapter V: The Married Student

Some school boards of trustees have adopted policies that deny students who marry the right to continue their educational training in the regular school program. This chapter explains the legal boundaries of such policies and suggests instructional programs appropriate to the needs of married students.

Chapter VI: The Pregnant Student

This chapter explains the multi-faceted problems and needs of pregnant teen-agers and offers suggestions for programs that can be offered to meet their special needs.

Chapter VII: Conclusions

The concluding chapter explains the unprecedented concern of lay citizens and educators about the number of students dropping out of our elementary and secondary schools. It is proposed that the dropout-prone student has educational needs requiring learning experiences not provided for in the traditional, academically-oriented curriculum and that efforts to reduce the number of dropouts should be directed to changing school demands and teacher attitudes toward dropout-prone students.

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ACADEMIC PROGRAM

ENGLISH

Introduction

Significant numbers of students in junior and senior high schools have not developed adequate skills in the total spectrum of communication—reading, writing, speaking, and listening. While these students are not entirely unlike their peers who achieve more, the following characteristics are usually of high incidence within such groups:

1. Little interest in traditional academic work.
2. A lack of incentive for achievement in traditional school activities.
3. Minimal development of school-oriented concepts.
4. Inclination for physical rather than mental activities.
5. Repeated failures in school activities.
6. Indications of insecurity in dealing with the traditional school environment.
7. A lack of cultural and economic experiences which relate to success in traditional education programs.
8. Language variances which have influenced failure in learning to read, write, and speak.
9. A wide range of interest in other than school-oriented activities and experiences.
10. Minimal achievement in any one or all of the areas of communication.

Traditionally, students in these groups have either dropped out of school before graduation or have received successive social promotions. These circumstances have produced large populations of adults and older youth who cannot adequately cope with the communications demands of the society in which they must exist.

If the present educational system is to be dedicated to eliminating dropouts and adult functional illiterates, programs must be designed to provide relevant learning experiences for those students who have not developed, and under present conditions will not develop, adequate basic skills in communication. Such programs must represent a unique and vigorous attempt to meet the varied interests, needs, abilities, and goals of those students who have been identified as being dropout-prone.

Every aspect of this approach—the materials listed, the techniques suggested, the approaches recommended, the handy tips given — is student-centered. The teacher working in such a program will find it is directed toward the individual student and his special needs and away from a textbook-oriented lecture situation. Dropout-prone students have failed to function effectively in the typical classroom atmosphere. It was school that first labeled them failures. They were not failures before they came to school, and many are not failures once they leave the confines of the classroom. Everyone can succeed at *something*, given a task that matches his ability, competence, and interest.

Objectives

1. Elimination of dropouts among participants in the program.
2. Improvement of communication skills so that participants possess at least those skills necessary for functional literacy.
3. Implementation of instructional processes and procedures based on individual differences.
4. Modification of student behaviors in terms of skills, habits, attitudes, understandings, and appreciations.
5. Use of a variety of methods and materials for the attainment of program and instructional objectives.

Inservice Education

Since the approach for working with dropout-prone students should be significantly different from that used in traditional classrooms, inservice training for teachers is essential. Teachers need to learn about the students with whom they are working, the skills which they are teaching, and the uses of the various materials they are using.

The traditional role of the teacher as lecturer or dispenser of knowledge is both inefficient and ineffective. Teachers concerned with the development of communication skills must assume a role in which they:

1. Continuously diagnose the needs of individual students.
2. Plan with students to determine the kind of experiences and activities which will best develop their communication skills.
3. Function as a guide and resource person for students in the selection of materials and experiences.
4. Work with individual and small groups in helping to provide for individual needs.
5. Create learning opportunities and encourage motivation.

Students must be encouraged to work independently, calling on the teacher when they lack the resources or ability to function or proceed on their own. Both teachers and students must learn to function in a realistic role in which students accept responsibility for what they will learn; and teachers assume responsibility for facilitating this learning in terms of individual students' needs, abilities, interests, and goals.

Physical Facilities and Equipment

The traditional physical arrangement of a classroom is designed for the presentation of lecture classes. Classrooms intended for small group work and individualized instruction become more efficient when the physical arrangement emphasizes facilities designed for small group and individual work. Such an arrangement encourages grouping and allows the teacher to move freely from group to group. It is also possible with such an arrangement to locate equipment and materials (such as a listening center, controlled reader, recreational reading materials, etc.) in specific work areas. In general, the classroom should be organized in a way that encourages group work and at the same time allows for flexibility and efficiency for both teacher and students.

Outline of Topics for Subject

While no exhaustive list of the communication needs of students is possible or even desirable, certain specific needs are seen as having high priority for students in terms of functioning in their society. Included are the following:

1. Students should be able to *read:*
   - Newspapers
   - Magazines
   - Environmental signs
   - Personal and business letters
   - School textbooks
   - Short stories and novels
   - Maps, charts, and graphs
   - Directions
   - Manuals of directions; e. g., driver's manual
   - Insurance policies
2. Students should be able to *use:*
   - Tables of Contents
   - Indexes
   - Dictionaries
   - Library Catalogues
   - Telephone Books
3. Students should be able to *write:*
   - Simple sentences
   - Short paragraphs
   - Simple directions
   - Short personal and business letters
   - An explanation
   - A description
   - An argument
   - A narration
4. Students should be able to *conduct the following types of personal business:*
   - Complete work applications
   - Write checks
   - Complete simple tax returns
   - Fill out census forms
   - Complete a credit application
   - Complete a marriage application
   - Use telephone effectively
   - Express written and oral apologies, thanks, etc.
   - Make effective introductions and goodbyes
5. Students should be able to *function in small and large groups* including such skills as:
   - Cooperation
   - Listening
   - Expressing opinions
   - Showing respect
   - Carrying on a conversation
6. Students should be able to *listen* for the purpose of:
   - Following directions
   - Detecting propaganda
   - Noting main items and details
   - Personal enjoyment
7. Students should be able to *critically evaluate:*
   - Their own work and experiences
   - Persuasive material such as advertisements and political speeches
   - General mass media material
   - Humor
   - What they hear and read in general

Classroom Activities and Procedures

If a program for the development of communication skills is to be successful, attention must be given to providing classroom processes and procedures that take into account not only the learning of basic skills, but also the interest and desire of students for participating in the planned activities. The willingness or eagerness of students to participate will largely dictate the success of any program. Consequently, activities should be planned on the basis of their desirability and meaningfulness to students.

The following are suggested activities for developing communication skills:

Games
Constructing models, pictures, maps, etc.
Reading personal interest magazines
Newspaper reading
Dramatizing and role playing
Listening to current music
Participating in group discussions of current issues
Creative writing
Explanations of "How to ————."
Viewing TV
Talking about and discussing:
Hobbies, sports, etc.
Hair styles
Fashions
Sex and marriage
Movies and TV programs
Significant personalities
Drugs and current issues
Reading related to specific interests and goals
Dancing
Reading to learn how to do, make, or repair something

Many additional activities and experiences can be planned for developing communication skills. The significant point is that classroom activities take into account the skill needs of students as well as their interest in participating. It is suggested that students' interest is of primary importance in involving them in classroom processes and procedures; it will be easier to relate skill development to students' interests than to attempt to entice students to be interested in learning skills.

Bibliography of Instructional Materials

Reading and Interest Levels
Sequenced in Order of Difficulty

	Readibility Level	*Interest Level*	*Books in Sequence*
Kaleidoscope Readers, Field Publications			
One Thing at Once	mid-second	7–12	1
Two Blades of Grass	low-third	7–12	2
Three O'Clock Courage	high-fourth	7–12	3
Four Corners of the Sky	high-fifth	7–12	4
Five-Words-Long	low-sixth	7–12	5
Six Impossible Things	mid-seventh	8–12	6
Seven is a Handy Figure	mid-eighth	9–12	7
The Eighth Day of the Week	mid-ninth	10–12	8
The Turner Livingston Reading Series			
The Person You Are	4–6	7–10	1
The Family You Belong To	4–6	7–10	2
The Friends You Make	4–6	7–10	3
The Town You Live In	4–6	7–10	4
The Jobs You Get	4–6	7–10	5
The Money You Spend	4–6	7–10	6
The Turner Livingston Communication Series			
The Phone Calls You Make	6–7	8–12	1
The Television You Watch	6–7	8–12	2
The Language You Speak	6–7	8–12	3
The Movies You See	6–7	8–12	4
The Newspaper You Read	6–7	8–12	5
The Letters You Write	6–7	8–12	6

Building Language Power Series, Charles E. Merrill			
Patterns	4–6	7–8	1
Blueprints	5–7	9–12	2
Frameworks	6–8	10–12	3
Structures	7–9	11–12	4
Scholastic Series—Study Skills Books			
Study Time Streamlined	4–6	6–9	1
Through Library Doors	4–6	6–9	2
Ask and Answer	4–6	6–9	3
Reading Without Words	4–6	6–9	5
Ways to Clear Thinking	4–6	6–9	4
SRA Spelling Series			
Words and Patterns B	2	7–8	1
Words and Patterns C	3	7–8	2
Words and Patterns D	4–5	9–12	3
Scope/Skills Series			
Across and Down (Word Skills 1)	4–6	7–12	1
Word Puzzles and Mysteries (Word Skills 2)	4–6	7–12	2
Wide World (Reading Skills 1)	4–5	7–12	3
Dimensions (Reading Skills 2)	4–6	7–12	4
Spotlight (Reading Skills 3)	4–6	7–12	5
Countdown (Study Skills)	4–6	7–12	6
Sprint (Speed Reading Skills)	5–7	7–12	7
Jobs in Your Future (Job Skills)	4–6	7–12	8
Gateway English Series, The Macmillan Company			
A Family is a Way of Feeling	5	9–12	1
Stories in Song and Verse	5	9–12	2
Who Am I?	5	9–12	3
Coping	5	9–12	4

SOCIAL STUDIES

Introduction

"The dropout with whom we are concerned is not the product of a system which failed to tell him. The trouble is that he was told, but didn't know what it all meant." These words were spoken by Dr. Arthur Combs, past president of the American Society for Curriculum Development, in an address to the South Carolina chapter in 1968. We must indeed admit that a pure 'faculty psychology" of teaching is not the answer to dropout-prone students. Any system which tends to tell and not involve will fail with all students.

"We all like people who do things, even if we only see their faces on a cigar box lid," wrote Willa Cather in 1915. We must also accept the fact that every student likes to "do his thing" in one way or another.

It is useless to talk about value analysis, problem solving, decision making, inquiry, and all the stressed approaches unless students become involved. Only when we provide the media and processes that excite and motivate students will they have some understanding of human behavior and how their behavior affects both themselves and other people.

Objectives

In the period between 1880 and 1925 the various disciplines had set up many specific objectives to be mastered by pupils. For instance, there were listed 3,000 specific objectives in arithmetic and

2,000 in English. In social studies there were as many objectives as there were questions. Naturally, all of these fell by their own weight. In 1936 the Department of Superintendence of the National Education Association published a yearbook, *Social Studies Curriculum,* in which the following objectives were listed:

1. Acquisition of important information
2. Familiarity with technical vocabulary
3. Familiarity with dependable sources of information on current Social Issues
4. Immunity to malicious propaganda
5. Facility in applying significant facts and principles to social problems in daily life
6. Facility in interpreting social science data
7. Skill in investigating social science problems
8. Interest in reading about social problems and discussing them
9. Sensitivity to current social problems
10. Interest in human welfare
11. The habit of working cooperatively with others
12. The habit of collecting and considering appropriate evidence before making important social decisions
13. Attitudes favorable to social improvement

One might compare this set of objectives with any drawn up, and he would have to admit that they are excellent for today and for all students. The methods for bringing them about will vary.

Inservice Education

Teachers who work with dropout-prone students must be convinced that they *can* develop a holding power and *must* adapt themselves to the fact that they are teaching social studies to students whose responses are not "normal." Because teachers recognize these differences and the need for a greater holding power, it is imperative that special inservice education be provided.

Teaching strategies must be consistent with instructional materials. All too often, teachers do not know how to use the media necessary for conveying the "big idea". At least two days of any week's inservice activity should be spent in learning the use of pertinent instructional media.

A summer workshop for inservice education is recommended. Better still is a college or university course which deals specifically with dropout-prone students.

Physical Facilities and Equipment

In setting up the physical facilities and equipment for dropout-prone students, there is no valid reason for isolating them from the main structure or department, or for placing them in some remote room inside or outside the building. Classrooms should be part of the learning laboratory. Some evaluative criteria for physical facilities are:

1. The room is planned or can be adjusted to encourage individual and group work with teacher guidance and stimulation.
2. The room is designed to facilitate a diversified social studies program to avoid time loss and excessive preparation.
3. Provision is made for storage of materials.
4. Wall surfaces permit use for display.
5. Storage of tools and materials currently in use is organized so that students can get and return them in an orderly manner.
6. Classrooms are designed for the effective use of audiovisual materials with sufficient equipment readily available for immediate use, as well as long range units previously planned.
7. Conference rooms are available for teachers, students, and parents.

Recommended furniture, equipment, supplies, storage, and space:

Chalkboards: Should be resilient, nonglare, nonscratching, and of such quality that erased lines are not visible; four feet high to accommodate students of varied heights, 24 linear feet for junior high block and unified courses. They should be 32 inches from the floor for junior high pupils and interchangeable with tackboards. They should be within the yellow-green color range.

Tackboard: The material should be of cork of such quality that pins and thumb tacks can be easily inserted and removed without leaving unsightly marks. An appropriate working proportion of tackboard-chalkboard should be maintained. It should extend from floor to ceiling in display and exhibit areas; in other areas it should be four feet wide. It should be mounted so that it can be replaced or interchanged with chalkboards; a 4′ x 4′ section of one-eighth inch pegboard should be installed on the side or rear wall for display of pamphlets.

Map display rail: Should be above and/or below as an integral part of each chalkboard and tackboard. The rail should accommodate hooks and clips that slide easily to any position or may be removed or attached to any position.

Maps, charts, and globes: Selection for each classroom should be made on the basis of the subject being taught. Classrooms in which American history, civics, and government are taught should have subject series maps and charts. The department should have available specific maps for all occasions and uses.

Select maps large enough to be easily seen, not requiring floor space, and not too large for displaying more than one at a time. *Serious consideration should be given to map transparencies.* They require little space and are easily visible and manipulated.

Atlases of all kinds and levels of difficulty are available and should be given careful consideration

when planning purchases. Each room should have at least one globe with a diameter of sixteen to twenty-four inches.

All maps and charts should be equipped to hang on the map display rail. All globes should be of a cradle type—gyro, cradle horizon or on a disc floor stand mounting.

Recommended books, newspapers, magazines, pamphlets, documents, and pictures for each classroom: Approximately 100-200 reference books, encyclopedias, a comprehensive world atlas, student atlases, weekly student newspaper, and six to ten magazines suitable to the subject should be provided.

A magazine rack, approximately 4′ x 4′ in size, to display current issues and store back issues; storage space for six to ten classroom sets of pamphlets; a four-drawer legal file for storing pictures, pamphlets, and other material; supplies and equipment for mounting pictures and construction work such as paper, muslin, paste, rollers, pens, lettering guides, etc.; several framed pictures; and approximately 40 linear feet of shelf space should be available.

The department should have accessible for classroom use 100-200 sets of *pamphlets,* class sets of some *magazines,* and a book truck to be used with the library for displaying historical fiction, biographies, and other materials in each room.

Audiovisual equipment and facilities: A two-way central sound system should be installed so that recordings and programs can originate and be heard in any classroom. Classrooms and the departmental area should be equipped with darkening facilities which are easy to manipulate.

Each room should be planned so that it can be equipped with commercial, community, educational, and closed-circuit television. Filmstrips, slide film projectors, and a screen should be permanently provided.

Other audiovisual equipment (listed under department equipment) should be available from the departmental office, central office, or central visual aids room.

Lockable display case for valuable objects and artifacts: Be approximately 2′ x 4′ x 4′ ; be 30″ off the floor; have adjustable shelves; be viewable from the corridor, but be arranged and locked from within the room.

Each classroom should have a United States flag, a state flag, and two flag holders. The holders should be located on each side of the front wall about eight feet off the floor. (It is not necessary that these flags should be expensive for daily use.)

Creative project room: This room should be planned for use as two classrooms; have water, sink, and drinking fountain; and have a work counter 2′ x 10′ .

Outline of Topics for Subjects

Ninth Grade Citizenship: Suggested topics for courses will vary from subject to subject. Probably the best place to start will be with the outline developed for the "Project Succeed" course in ninth grade *Citizenship - Human Relation Skills.* This manual, containing overall objectives, behavioral objectives, table of contents, lesson plan, and complete bibliography, may be secured from the Office of Adjunct Education, State Department of Education.

The pilot course was initiated last year and registered only one percent loss of students. Evaluation of the course revealed that the majority of the teachers and students found the suggested methods and resources *do work.*

United States History and Constitution: The strategy with the greatest motivating and holding power will probably be the topical or thematic approach. It might or might not be chronological. A basal text may be used, but the class should have a generous supply of paperbacks or mini-course books.

Teachers should exercise caution against piecemeal treatment of the course. As an example, if the teacher and class jointly select the theme on the *Development of Civil Liberties,* there are numbers of writings, books, references, and aids to enhance the project. The theme should be thoroughly developed in its proper sequence. Regardless of the theme, unit, or topic chosen, each has a history or sequence which must be developed.

Careful attention should be devoted to the selection of the American history textbooks to be used by dropout-prone students in the eleventh grade. Of the latest state-adopted textbooks, two were specially chosen for eleventh grade students who read at the seventh grade level or below. These books are Branson's *American History for Today,* published by Ginn and Company, and a companion book by Shafer, et al., *United States History for High Schools,* published by Laidlaw Brothers.

World History: During the 1970-71 school year a total of 36,943 students were enrolled in world history in South Carolina public high schools. Although world history is an elective, it still ranked second to U. S. History and Constitution, which had a total enrollment of 41,986.

The strategies for teaching world history to dropout-prone students will not vary much from those used for U. S. History and Constitution in that the thematic or topical approach may be the most attractive and practical.

One series found to be helpful for dropout-prone students is the one by Jack Abramowitz entitled World History Study Lessons with workbooks and tests, published by Follett. These booklets are under the supplementary listing for world history on the

South Carolina approved list.

In teaching dropout-prone students, the foregoing series are preferable to a lengthy content outline from an advanced text.

World Geography: World geography is the third most preferred elective, with an enrollment of 18,843 students during the 1970-71 school year.

Probably the most helpful text for dropout-prone students is *Man on the Earth* by Preston E. James, Gertrude Whipple, Morris Weiss, and Abraham Resnick, published by the Macmillan Company. It is a 9-10 Slow Track with a reading level of 5.1.

The departure from the traditional geography courses is marked by emphasis on special or broad themes. One such course is the High School Geography Project developed at Boulder, Colorado, funded in 1964 by the National Science Foundation. The Macmillan Company has been awarded the contract for printing, and most of the units and materials are ready.

Other publishers are developing similar programs. For instance, Field Educational Publications has produced a special text, *The Rise of the City.* Naturally, the authors feel that this treatment falls well within the affective domain. How the origin, development, and impact of cities affect man is probably a wise choice for teachers to use in their classes. This, however, is not a "watered down" course, but an indepth study.

Silver Burdett has published a series of nine paperbacks using a cultural approach. Most of the contents of these is taken from their comprehensive text, *The Human Achievement* by Petrovich and Curtain.

Rand-McNally and Company has a revised edition of *Geography and World Affairs,* but they also have six paperbacks extracted from the text.

The third edition (1971) of Kohn and Drummond's *The World Today—Its Patterns and Cultures,* published by the Webster division of McGraw-Hill, follows a sequential plan of presenting a world wide system of cultural regions.

The 1971 edition of *World Geography Today* by Israel, Roemer, and Durand, published by Holt, Rinehart and Winston, Inc., is divided into ten units. It likewise deals with the major regions of the world: Western Europe, the Soviet Union and Eastern Europe, the Middle East and North Africa, Africa South of the Sahara, the Far East, Australia and the Pacific World, Latin America, and the United States and Canada.

Classroom Activities and Procedures

To acquire needed study skills, the dropout-prone should:

1. Read materials that he can understand.
2. Know how to follow directions as given by the teacher, film, recording, or other oral or transcribed data.
3. Be able to write legibly in a workbook, on duplicated spirit masters, or exercise sheets; even brief essays.
4. Work with desk outline maps and charts; make and interpret symbols on a map, and use scales on a map.
5. Demonstrate comparisons as to time, space, and speed from one period of history to another, or the use of one mode of transportation in comparison to another.
6. Be able to read, make, and interpret charts.
7. Construct a simple time line or chart.
8. Assist in the making of a mural and collage.
9. Gain confidence in pronouncing names and terms used in social studies.
10. Classify data.
11. Present an oral report before the class, speaking into a speaker or improvised microphone.
12. Listen attentively and courteously to all speakers.
13. Listen attentively to all recordings and observe carefully and critically all films and filmstrips.
14. Take part in a class drama or skit.
15. Make decisions after a careful study of accumulated data.
16. Make a transparency for class demonstration.
17. Keep a notebook, and make a scrapbook.
18. Recognize the value of order in a democracy.
19. Give a generalization after viewing a picture, film, or other visual data.
20. Distinguish between democracy and dictatorship.
21. Engage in a simulated election, exercising his responsibility to vote as an eighteen-year-old.
22. Know the meaning of such terms as senator, representative, executive, judicial, and legislative.
23. Know the guarantees in the Bill of Rights and reasons for them.
24. State meanings of such terms as liberty, freedom, and responsibility.
25. Serve on a simulated jury to determine the guilt or innocence of a person after listening to all the evidence.
26. Distinguish between evidence and propaganda, truth and perjury, in oral and written arguments.
27. Form an hypothesis after identifying a problem, test it, and draw a conclusion.
28. List songs which are related to the period or person studied.
29. Record an original talk or oration.
30. Participate in a debate.

31. Simulate a "You Are There" role, either as the narrator or as one of the participants.
32. Conduct a simulated interview with an eyewitness or activist in a significant role in history.
33. Take pictures of significant events or historical places.
34. Be exposed to a variety of personalities, including an in-depth study of one or more ethnic groups.
35. Plan a transcontinental trip by car, plotting routes, driving time, stopovers, and historical places of interest.
36. Plan a trip around the world via air, using a map of the world. Anticipate clothing and food needs and figure currency exchange and costs.
37. Write a letter to his congressman about some relevant issue.
38. Help secure support for a community improvement project.
39. Recognize the fundamental economic requirements for making a living.
40. Prepare a personal living budget for a family of two.
41. List the requirements for securing the job desired.
42. Role-play an immigrant who relates the steps necessary to secure citizenship in the United States.
43. Take or collect pictures of places and people of interest to mount or to put in individual albums.
44. Correspond with a student in another state or country.
45. Write an essay entitled "Why I am Glad I am an American."

Having recognized the problem and challenge, the teacher should:

1. Help to instill a healthy attitude for learning.
2. Give directions clearly and insist on performance of the work outlined.
3. Anticipate difficulties by preparing alternative activities or plans for certain individuals or groups.
4. Strive to help each student write well enough to communicate.
5. Insist on students being responsible for some project or unit by providing opportunities for expression through oral, written, and manual activities.
6. Encourage students to join some community or school activity on a volunteer basis, as a paper drive, community clean up, etc.
7. Encourage vocational students to relate their activities with historical characters in the field. (Electricity: Ben Franklin, Farragut, Edison).
8. Set aside conferences for students who have special projects or problems.
9. Help students to accept those things which they cannot change, but inspire them with courage to help change those things which should and can be changed.
10. Inspire student confidence in his ability to search for information and to make decisions.
11. Watch carefully for those behavioral tendencies which can be channeled into worthwhile action.
12. Organize the class according to democratic procedures whereby students work with each other and the teacher in keeping a classroom clean and neat in appearance.
13. Be an active participant with the students, but not put herself in the picture as an entertainer or one who deals in cut or artificial flowers but rather help all students to grow their own.
14. Help students recognize the values inherent in work.
15. Recognize the necessity for getting students to see how a study of the past can help in a study of the present in eradicating the idea that any discipline in the social studies is not relevant to living today.

Bibliography of Instructional Materials

Space will not permit listing instructional materials for each subject area. For civics, a comprehensive list may be secured from the Office of Adjunct Education. Each class should have access to the catalog of Educational Films published by the State Department of Education's Audio-Visual Aids Library. Instructional television programs and schedules relating to subject areas may be secured from the South Carolina ETV Network, 2712 Millwood Avenue, P. O. Box 5927, Columbia, S. C., 29205. The social studies consultant will supply bibliographies for all subject areas and other instructional materials.

MATHEMATICS

Introduction

This guide is offered as a composite of ideas collected in South Carolina and other states from persons who have been successful in offering mathematics programs to disadvantaged youth. As such, it contains many helpful suggestions. However, the success or failure of a mathematics program for dropout-prone students will be determined largely by the enthusiasm and dedication of those planning and implementing the program.

Objectives

The objectives for this program are designed:

1. To offer two mathematics units of credit necessary for graduation through courses in which the chance of student success is maximized.
2. To improve student abilities to compute accurately with rational numbers, with emphasis on basic operations performed on positive integers and fractions.
3. To improve student competencies in dealing with basic geometric shapes and concepts.
4. To improve student competencies in problem solving, with emphasis on method of attacking a problem and the acquisition of appropriate data.
5. To improve student attitudes toward mathematics through the use of materials and teaching techniques that add variety, flexibility, and fun to the mathematics program.
6. To help students build confidence in their ability to achieve.

Inservice Education

Special programs utilizing special materials and special teaching techniques are best presented when teachers have had adequate opportunity to investigate and discuss the program. A two-day workshop is generally recommended for this purpose. The workshop should include discussions of the general philosophy and objectives of the program, *plus* considerable time in actual work with the materials.

Physical Facilities and Equipment

A program designed primarily to improve basic computational skills of low achievers should employ the mathematics laboratory approach to teaching. This requires physical facilities different from those found in the traditional mathematics classroom. A mathematics laboratory setting requires flat-top desks and/or tables which allow for individual and group work, shelves and tack board material display, filing and storage cabinets, an overhead projector, and a screen for audiovisual projections. A sink makes possible experiments and activities that require the use of water.

Outline of Topics for Subject

1. Whole numbers
   - Place value
   - Greater than, less than
   - Basic operations
2. Fractions (ratios) and mixed expressions
   - Equivalence
   - Greater than, less than
   - Basic operations
3. Decimal expressions in basic operations
4. Percent
5. Geometric ideas
   - Line relationships
   - Angles and their measure
   - Polygons and circles
   - Prisms, cylinders, cones, and spheres
   - Measurement
6. Problem solving
   - Methods and techniques
   - Data collecting

Classroom Activities and Procedures

1. Students should be pretested to determine areas and depth of study needed. Testing which reveals only student placement with respect to national norms would not be as effective as testing that diagnoses deficiencies in mathematical skills.

2. Topics to be taught should be organized into a series of separate concepts which can be presented in a short period of time (approximately 15 minutes or less). Immediate reinforcement through worksheets, related games, or student activities should follow each presentation. This adds variety, an important ingredient, to each day's presentation. Materials should then allow for frequent use or review of the concepts throughout the year.

3. Presentations and student activities should be oriented to a mathematics laboratory, maximizing the use of manipulative devices, visual aids, and student participation.

4. The program must allow for individual differences. Differences in achievement levels and learning rates can be compensated for by allowing students to move at their own pace through the topics included in the course, *or* by providing for differing depths of study in each concept taught. For underachieving students who lack motivation, the latter seems preferable. (Note: "... allowing students to move at their own pace ..." should not be misinterpreted to mean "allowing students to do as little as they choose to do ..." Rather, it should be interpreted as a challenge to teachers to see that each student progresses as fast as is appropriate for him to move.) There are other differences besides ability levels and learning rates that should be taken into account. Differences in reading levels, interests, background, attention span, and energy levels also need to be considered.

5. The organization of the course and the selection of materials to be used must provide students with an excellent chance of success. This does not imply that all materials must be very elementary in content and development. Materials must be appropriately challenging to the students, yet well within range of their ability to perform.

6. Specific time should be planned on a daily or weekly basis for students to be involved in individual or class projects, experiments, or mathematics related games.

7. While variety and flexibility are needed, a successful program requires enough structure to ensure that students know what is expected of them. This can be in terms of material to be completed or time to be utilized in study. It is also suggested that all five teaching days in a week *not* be organized the same way (adding variety), but that this schedule be followed regularly (giving structure). Example: Every Monday may be set aside for class games and/or work on individual projects.

8. The program should include material and activities for small group work. While concepts are being learned and skills are being developed, students should be encouraged, but not required, to work together in groups of two or three.

Bibliography of Instructional Materials

Computation Skills - Level I
Computation Skills - Level II
Office of Adjunct Education
State Department of Education
Columbia, South Carolina 29201
(This program consists of the mathematics components of "Project Succeed.")

For schools designing their own program in keeping with this proposed guide, the following list of materials is offered for consideration. The list is intended to offer specific suggestions for the selection of materials, but should *not* be considered to be a complete listing of all appropriate materials. Samples or catalog descriptions of materials should be procured from the publisher before purchases are made to ensure that the material meets the need for which it is being considered.

1. *Success in Mathematics*
   (Consumable booklets for individualized basic skill development.)
   Motivation Development, Inc.
   387 Mountain View Drive
   Bishop, California 93514
2. *Individualizing Mathematics*
   (Consists of three sequences of material for grades 7, 8, and 9. Modification may permit the selection of two of the sequences for use in grades 9 and 10. The materials are designed for reluctant learners and may not be appropriate for disadvantaged students with severe deficiencies in mathematic learning skills.)
   Addison-Wesley Publishing Company, Inc.
   16 Executive Park Drive, N.E.
   Atlanta, Georgia 30329
3. *Flow Chart - Machine Mathematics*
   (A two course sequence for individualized Basic skill development. One calculator per student is required.)
   Victor Comptometer Corporation
   5050 Poplar Avenue, Suite 300
   Memphis, Tennessee 38117
4. *Stretchers and Shrinkers*
   (A set of four consumable booklets using a totally fresh approach in presenting a study of fractions to unmotivated students who are not handicapped by severe reading problems.)
   Harper and Row Publishers
   680 Forrest Road, N.E.
   Atlanta, Georgia 30302
5. *Retriev-O-Math*
   (Seventy-six experiments are produced on cards which provide for easy retrieval of various categories of mathematics problems.)
   Midwest Publishing Company, Inc.
   P. O. Box 307
   Birmingham, Michigan 48012
6. *A Cloudburst of Math-Lab Experiments*
   (Volume II contains 160 pages of experiments for low achievers in range from upper junior high to lower high school.)
   Midwest Publishing Company, Inc.
   P. O. Box 307
   Birmingham, Michigan 48012
7. *Geo-Board Program*
   (Activity cards give directions for using rubber bands and a pegged board to learn basic geometric shapes and concepts. Pegged boards produced for geo-board programs are often too small for maximum utilization in junior high and high school courses. A 10″ x 10″ board with pegs one inch apart is recommended.)
   Walker Educational Book Corporation
   720 Fifth Avenue
   New York, New York 10019
8. *Computational Skills Development Kit*
   (A kit of cards designed to identify weaknesses in basic skills and to offer appropriate drills to overcome deficiencies.)
   Science Research Associates, Inc.
   259 Erie Street
   Chicago, Illinois 60611
9. *Individualized Study Units in Arithmetic*
   (Utilizes diagnostic tests and study sheets prepared on duplicator masters to identify

weaknesses in basic skills and to offer developmental drills to overcome deficiencies.)
Holt, Rinehart and Winston, Inc.
680 Forrest Road, N. E.
Atlanta, Georgia 30312

10. *Harbrace Mathematics Instructional Slides*
(Contains 700 35mm slides for teaching basic skills. Designed for projections on a chalkboard with a Kodak Carousel projector.)
Harcourt, Brace & Jovanovich, Inc.
1372 Peachtree Street, N. E.
Atlanta, Georgia 30309

11. Games:
Tower Puzzle (Mandalay Game)
Krypto
Heads Up
Tuf
Kalah
Equations
Tac-Tickle
Numble
Loony-Loop
Soma Cube
Madagascar Madness
3-D Tic-Tac-Toe
Impuzzable
Solitaire Peg Puzzle (Hi-Q)
Instant Insanity
Prime Drag
Creative Publications
P. O. Box 328
Palo Alto, California 94302
Numo
Ranko
Midwest Publishing Company
P. O. Box 307
Birmingham, Michigan 48012
Winning Touch
Drago School Equipment
2920 N. W. 7th Street
Miami, Florida 33125
Domino Number Games
Spinner
D. C. Heath and Company
1731 Commerce Drive, N. W.
Atlanta, Georgia 30318

SCIENCE

Introduction

For many children school is irrelevant, intolerable, and generally frustrating. These children, because of their lack of conformity, are often unmotivated and unsuccessful in conventional school programs. If we are to deter their exit from our schools, we must develop programs to meet their special needs. These programs demand individualized instruction and small group activity.

The teacher is no longer the disseminator of knowledge, but a guide to student learning. The lecture method that has been unsuccessful for them should be replaced by other methods that may ensure success. These children need opportunities to develop skills, interests, and better understanding of themselves and their environments. They need opportunities to experience success in an atmosphere where they are accepted, respected, and helped. Experiences that will enhance their self-confidence and create a desire to learn should be provided.

For potential dropouts, programs should be flexible, laboratory oriented, informal, and developed from the common interests of the learners. Motivation will result from a variety of meaningful and enjoyable experiences.

Objectives

1. To provide opportunities for success in science processes and understandings.
2. To promote a desire to learn. Future use of leisure and frequent change of employment require continued education throughout one's life.
3. To provide individualized instruction, including diagnosis of skills and opportunity for each child to improve skills at his own pace.
4. To promote, through laboratory work and use of reference books, an understanding of basic scientific concepts that have practical significance:
   a. Body function - health and disease.
   b. Interrelationships within environment.
   c. Machines, electricity, magnetism, and their use.
   d. Continuity and change.
5. To provide opportunities to develop skills in the processes of science and in the use of logical and objective methods of solving problems.

Inservice Education

Because a successful program for unmotivated students must be individualized and activity oriented, it is necessary that teachers have training in this type of teaching. Lecturing from a teacher's desk is not acceptable for these students.

Most new science programs which are child-centered and laboratory-oriented require a six-week workshop for teachers. Two days may be adequate

to introduce a program and demonstrate a few activities; but for teachers unfamiliar with this method of teaching, more time is needed for them to try experiments and become familiar with equipment and small group interaction.

Physical Facilities and Equipment

The success of a program depends upon availability of adequate materials. This should include:

1. At least two or three large splash sinks
2. Flat-top, hard surface, movable tables
3. Chairs
4. Lab work tables with cabinet space underneath and shelves
5. Overhead projector
6. Tapes, tape recorders, and headsets (helpful with students who can't read well.)
7. Varied textbooks for reference (single text is not acceptable for these students.)
8. Adequate space for varied activities
9. Worksheets or activity cards and games
10. Two hotplates
11. Filmstrip projector - short distance lens
12. Microscopes
13. Pegboard on wall for hanging equipment
14. Laboratory equipment of sufficient quantity that various groups of students may be engaged in the same or in different investigations

Class size should be small with a maximum of 15-20 students. No more than two groups of reluctant students per day is advisable.

Several different types of activities should be planned for each class period since these students have short attention spans.

It should be emphasized that unless adequate physical facilities are provided to ensure successful student participation in laboratory investigations, there is little chance the program can succeed.

Outline of Topics for Subject

1. Inquiry, observing, predicting, and other skills of the scientific process
2. Matter
3. Energy - heat, motion, sound, light, electricity, magnetism
4. Interactions - physical
5. Interactions - biological
6. Diversity and unity
7. Continuity - genetics and evolution
8. Homeostasis
9. Behavior
10. Technology - machines

Classroom Activities and Procedures

1. Classroom activities should be of two types: Laboratory investigations during which the student may learn from experience. Informal discussion and summary of data.
2. Activities should be relevant to the student's own world while exposing him to ideas which lure him toward wider horizons.
3. Investigations should be studied in a social context providing opportunities for the study of local, national, and international issues of current concern.
4. Activities should involve psychomotor skills that do not confine the students to their desks.
5. Materials should be largely visual/oral, involving little reading. Students should be encouraged to write up investigations and describe their observations in writing to increase their skills in communication.
6. Activities should be designed for individual or small group participation.
7. Activities should provide opportunity to err without penalty so that the student feels free to try new ways to solve problems.
8. Materials should provide for continuous individual evaluation of progress by the student and, at times, by the student and teacher together.
9. Materials should be sufficiently abundant and varied to meet the needs, interests, and abilities of individual students.
10. Provisions should be made for student choice of content, activity, method of reporting, and time and nature of evaluation.
11. Activities should be provided that illustrate the cause and effect and order in the universe. This will enable students to see that they have some control over their destinies.
12. Student activities should have the following characteristics:

    Vary in difficulty so that each student may work and succeed within his own range of comprehension.
    Be teacher-pupil initiated, but performed by student who must be actively involved.
    Relate to personal experiences.
    Use concrete objects whenever possible in controlled situations.
    Yield data that students can discuss, interpret, and use to form meaningful concepts. The teacher should not state the concept.
    Lead to better understanding of the student's environment.
    Result from or increase student interest.
    Be short and relatively simple.
    Be specific rather than general.
    Take the form of teacher directed inquiry rather than independent and ransom discovery.
    Involve varied materials to reinforce learning. Illustrations, films, filmstrips, tapes, and lab equipment should be used, but not in such abundance that students become confused.

Bibliography of Instructional Materials

Books

Biological Science Patterns and Processes, by BSCS. Atlanta: Holt, Rinehart and Winston, Inc., 1966.

Ideas and Investigations in Science, Grade 9. Atlanta: Prentice-Hall, Inc.

Ideas and Investigations in Science, Grade 10. Atlanta: Prentice-Hall, Inc.

Interaction of Earth and Time, Grade 8, Interaction Science Curriculum Project. Chicago: Rand-McNally & Company.

Interaction of Man and the Biosphere, Interaction Science Curriculum Project. Chicago: Rand-McNally Company.

Interaction of Matter and Energy, Grade 7-9, Interaction Science Curriculum Project. Chicago: Rand-McNally Company.

Investigations in Science. Atlanta: Harcourt, Brace & Jovanovich, Inc.

Man and the Environment, Educational Research Council. Atlanta: Houghton-Mifflin Company.

Time, Space, and Matter, Grade 7-9. New York McGraw-Hill Book Company.

Studies

Numerous programs have been developed that do not consist of a textbook for the "average student," but offer a variety of materials to meet the needs of the variety of students in any classroom, no matter how they may be grouped.

When adequate laboratory facilities are provided and when superior reading skill is not mandatory, the following programs could be used successfully with dropout-prone students:

ISCS, Grades 7-9, *General Science*, developed by Florida State, Silver-Burdett Company, Atlanta.

The Intermediate Science Curriculum Study is a self-paced program useful in small schools and with heterogeneous classes. Each student is expected to do the laboratory activities in each chapter, take the self-evaluation test, mark his own paper, and satisfy himself that he has learned what could be learned.

Each chapter has behavioral objectives and test items. The student knows what he is expected to do. The teacher is a guide and moves around the room helping individuals or small groups. Excursions are provided so that the more advanced student may have activities to challenge his abilities. This program is especially designed to meet the needs of students of all ability levels.

An unconventional program is most successful when teachers have had a six-weeks' workshop and where necessary equipment is provided.

Elementary Science Study, Grades 7-9, New York, McGraw-Hill Book Company.

The Elementary Science Study presents a model for those teachers who wish to construct their own curriculum from a variety of units involving many areas of interest. All units motivate students to explore, discover, and invent. The major aim is to encourage children to examine the world around them and to acquire the desire, interest, and ability to analyze, relate, and understand life.

Subject areas include botany, zoology, astronomy, ecology, geology, chemistry, mathematics, and physics. Fifty-six units are available, varying in adaptability and use for grades K-9.

The ESS program provides learning experiences using materials children can work with and problems they can investigate. It encourages them to ask questions for which they may find answers themselves.

Teachers' guides are provided, but there are no texts for students.

Because of the absence of a text and the variety of materials available as to grade level and subject area, this program is particularly suited to a heterogeneous group. If homogeneously grouped, this program would meet the needs of students with average and below average ability. Appropriate seventh, eighth, and ninth grade units are listed below:

1. *Life Science*

Pond
Mosquitoes
Microgardening
Starting from Seeds
Behavior of Mealworms

2. *Earth Science*

Rocks and Charts
Where is the Moon?
Stream Tables
Mapping
Daytime Astronomy

3. *Physical Science*

Musical Instrument Recipe Book
Sink or Float
Pendulums
Senior Balancing
Water Flow
Heating and Cooling
Balloons and Gases
Batteries and Bulbs II
Gases and Airs
Kitchen Physics

Other Materials

"Project Succeed," Grade 9, S. C. State Department of Education, 1971.

ENVIRONMENTAL EDUCATION

Introduction

Environmental Education should not be a separate subject. Rather, it is a method of teaching that which involves the humanities as much as the sciences. In basic terms, the purpose of environmental education is to show students how they can affect the environment, in both positive and negative ways, and in turn how the environment can affect students, in both positive and negative ways.

As such, environmental education provides students with many first-hand experiences in the classroom, on the school grounds, and in the community. These first-hand experiences need not be from a textbook, but rather from the student's encounters with his environment. All activities should be under the direction of the teacher.

The dropout-prone student can become highly motivated through an environmental approach as opposed to a textbook approach. For this purpose, any environment can be used. The area need not be a pristine wilderness, but should be an unfamiliar environment to the student. As the student progresses, he can begin to study new and different environments.

Objectives

The student will be able to:

1. Understand his interrelationship with his environment. The term "his environment" means:
    a. For Grade 9 - The area he encounters from school to home and his immediate surroundings after school.
    b. For Grade 10 - The total community and state in which he lives.
    c. For Grade 11 - The United States.
    d. For Grade 12 - The world.
2. Explain his interdependency with his environment.
3. Indicate changes he can make in his environment.
4. Defend the changes he has brought about in value terms.
5. List job opportunities in various environmental control fields open to high school graduates and other jobs available to persons with technical training.

Inservice Education

To implement the objectives, all participating teachers must attend a six-week preservice training session that will enable them to:

1. Develop lesson plans that will relate subject area to first-hand experiences in the students' environment.
2. Demonstrate effective class organization for taking students outside the classroom to conduct environmental experiences.
3. Complete an inventory of community sites for carrying out environmental lessons that relate to their fields.
4. Write behavioral objectives in their lesson plans.
5. Evaluate effectively the students' performance in classes outside the classroom.

Physical Facilities and Equipment

The school district will not need to make any changes in existing facilities. However, they will need to obtain permission to use various community areas. These areas may include landfills, sewage treatment plants, air monitoring stations, etc. In addition, the school district should obtain an agreement with local businessmen permitting students to use the grounds around plant parking lots for run-off measurements, etc. This arrangement should not include the use of equipment in the business itself. Equipment for environmental education should include the following:

- Yoder Plane Table
- Yoder Alidade
- Tapes, 50'
- Tapes, 100'
- 1 Hudson Bay Ax (24")
- Steel Calipers (24")
- Sandvik Hand Saw (30")
- Sandvik Hand Saw (30")
- Hand Snap Cut Pruning Shears
- Can Spray Oil
- 10 Power Tripod Magnifiers
- Round Protractors
- Insect Pins
- Carbon Tetrachloride
- Pliers
- Filter Paper
- Plant Pressers
- Insect Nets
- Aquatic Nets
- Plastic Bags
- Binoculars
- Seine
- Tin Snippers
- Box Pruning Saw (10")
- Tube Soil Punches
- Sight Level
- 3' Diameter Tapes
- Stop Watch
- Hand Lens
- Prism Binoculars
- Insect Killing Jars
- Sample Insect Collection
- Picket Compasses
- Demonstration Compass
- Acid and Alkaline Soil Test Kits
- Plastic Tube Caps
- Spreading Boards
- Dissecting Sets
- Sharpening Stones
- Jack Knives
- Auger Kit
- Thermometers with metal covers
- Microscopes and Slides
- Soil Thermometers
- Hammer
- Screw Driver

In addition, the school library should have several sets of plant and insect keys available for student use. There should also be several copies of any community or regional development plans that may exist for the area. These plans should be made available for all social studies teachers to use in relating man-made changes to the student's environment.

Outline of Topics for Subject

1. Science and Society
2. Interaction
3. Interdependency
4. Heredity and Environment
5. Natural and uncontrolled changes

6. Man-made and controlled changes
7. Ordinances and Laws Affecting Environmental Changes
8. Measuring Changes
9. Reporting Procedure

Classroom Activities and Procedures

No course should last more than six weeks. There will be prerequisites for some courses, while others will have no requirements except a desire by the student to be in that course. Class size must be kept to between 15 and 20 students per teacher at a maximum. All student equipment should be provided by the school.

The school structure should be such that students are not locked into a program or tract. Rather, the school should have an open-ended method of operation; and if a student has satisfactorily completed the prerequisite, he will be able to take any courses offered during the upcoming six-weeks period. This will allow those students who may have been labeled as potential dropouts to be assimilated into the total school program.

The school administration should keep records showing the demand for and the activities conducted in each course. If records show that the demand for a course declines, the students should be surveyed to determine whether the drop in enrollment was a result of changing times and popularity, or whether it was a reflection on the teacher conducting the class. If the drop in enrollment was a result of the latter, the teacher should be held accountable.

Provisions should be made for the use of paperback books, plastic spiral bound material and audio-visual equipment, such as slides, filmstrips, movies. Some of these could be made by classes.

Bibliography of Instructional Materials

Teachers' Guides

"People and Their Environment," Chicago, J. G. Ferguson Publishing Company Teachers' guides for each of the following courses:

- Science 7-9
- Biology
- Social Studies 7-9
- Social Studies 9-12
- Home Economics 9-12
- Outdoor Labs 1-12

(These guides may be purchased from the Office of General Education, State Department of Education.)

Periodicals

- Time
- Life
- Newsweek
- Look
- National Wildlife
- Natural History
- Conservation News
- Conservation Reports

Games

- Smog
- Dirty Water
- Coca Cola Ecology Kit

Resource Materials

- Community Development Plans
- State Development Plans
- Government Reports, etc.

MODERN FOREIGN LANGUAGE

Introduction

Foreign languages are uniquely suitable for inclusion in a program for the dropout-prone student for two major reasons. First, students in this category generally have poor self-concepts based upon their prior experience of failure in school subjects. Since foreign language is an area in which such failure has not previously occurred, the attitude of the student should not be as negative as it often is toward other subjects. Secondly, the language course should not be based upon or correlated with other previously studied subjects. For these two reasons the dropout-prone student may feel that other students do not have the advantage over him.

According to the U. S. Office of Education, NDEA Title III Guidelines, the national consensus on what modern foreign language instruction should accomplish includes the acquisition of the four skills of understanding, speaking, reading, and writing as well as an understanding of contemporary values—geography, culture, politics, heritage, etc., of the people whose language is being studied.

Objectives

1. To develop oral language skills, thereby giving the student a new means of communication and self-expression.
2. To develop, to a lesser degree, written skills for the same purposes.
3. To develop knowledge and acceptance of a culture different from the student's own.

Inservice Education

Inservice education for the teacher of the dropout-prone student should concentrate upon:

1. Understanding the characteristics, interests and limitations of these students.
2. Orientation for the selection and use of instructional materials.
3. Working together with other teachers in the program to explore possibilities of interdisciplinary cooperation.

Physical Facilities and Equipment

Since students need frequent contact with a variety of native speakers, and since these speakers are generally unavailable, audiovisual and electronic equipment has become as necessary today as the blackboard used to be.

Facilities may range from the simple to the elaborate; but all should have certain minimum elements, such as filmstrip projectors, tape recorders, projection screens, controlled lighting, and adequate storage facilities. In addition, class size should be limited to approximately 26 students. Classrooms should be large and the furniture movable so that rearrangement for various activities can be easily facilitated. Areas should be reserved for displaying books, periodicals, newspapers, and other appropriate materials. Areas should also be set aside for individual or small group work, with tape recorders, tapes, filmstrip projectors, and filmstrips readily available.

Outline of Topics for Subject

Topics for subject should include matters of interest to the student concerning contemporary values, geography, culture, politics, heritage, attitudes, and other traits of the people whose language is being studied. The following is a partial listing of matters that should be included:

1. The home
2. The family
3. Family activities (camping, picnicking, working, keeping house, shopping, dining, etc.)
4. Holidays, birthdays, anniversaries, etc.
5. Societal elements (police, theatre, telephone, newspapers, television, museums, etc.)

Classroom Activities and Procedures

A number of different classroom activities and procedures should be utilized to provide variety and to sustain interest and participation. The following should be included:

1. Use of pertinent films and filmstrips.
2. General presentation to the entire class followed by the students working in smaller groups.
3. Permitting students to work on reports and projects of particular interest to them.

Traditional teacher-lecture presentation and the grammar-translation method should be avoided. Repetition to the point of no longer challenging the student should also be avoided.

Bibliography of Instructional Materials

State Department of Education Audio-Visual Aids Library
1512 Gervais Street
Columbia, S. C. —758-2687

Audio-Visual Aids Division
College of General Studies
University of South Carolina
Columbia, S. C. 29208

(ERIC)
Clearinghouse on the Teaching of Foreign Language
62 Fifth Avenue
New York, New York 10011

The French Review
American Association of Teachers of French
J. Henry Owens, Secretary-Treasurer
Eastern Michigan University
Ypsilanti, Michigan 48197

Hispania
American Association of Teachers of Spanish and Portuguese
Eugene Savaiano, Secretary-Treasurer
Wichita State University
Wichita, Kansas 67208

National Carl Schurz Association, Inc., NCSA-AATG
Service Center
339 Walnut Street
Philadelphia, Pennsylvania 19106

Foreign Language Annals
American Council on the Teaching of Foreign Languages
62 Fifth Avenue
New York, New York 10011

Sources of materials helpful in preparing and implementing programs for potential dropouts are:

1. Ladu, Tora T. *et al., Teaching for Cross-Cultural Understanding,* Raleigh, North Carolina Department of Public Instruction.
2. Lange, Dale L., ed., *Britannica Review of Foreign Language Education, II,* Chicago, Encyclopaedia Britannica, Inc.
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ART

Introduction

The primary objective of an art program for the dropout-prone student is the development of abilities for identifying, understanding, evaluating, and creating ideas and abstractions that are necessary for experiencing visual aesthetic appreciation.

Objectives

The objectives of art education in such a program should be designed so that each student should:

1. Develop a productive perceptual-cognitive pattern of behavior.
2. Acquire an adequate self-image.
3. Establish an appropriate past-present orientation.
4. Adopt positive attitudes toward social institutions, such as the school.
5. Utilize leisure time in constructive ways.

Inservice Education

Inservice education programs should be planned to achieve the following:

1. Development of teacher attitudes and philosophies toward understanding the needs, abilities, interests, and characteristics of dropout-prone students.
2. Improvement of teaching methodology in art classes.
3. Identification and development of specific classroom activities relating to the dropout-prone student.

Physical Facilities and Equipment

Secondary schools with an enrollment of 500 or fewer pupils should have at least one general art room with no less than 65 square feet of work area for each student and no more than 23 students assigned to the room at one time.

In addition, one fourth of the room (approximately 400 square feet) should be provided for storage. This space should be in the art room, if possible, or adjacent and connected to it. Both open and closed storage areas should be available.

In the middle, junior, and senior high schools, this general art room should be designed for maximum flexibility. Areas should be provided for film or television viewing, reading, lectures, exhibits, working in two-or three-dimensional media which requires special materials and processes, and extracurricular art education.

Secondary schools with enrollments of more than 500 students should provide for one or more of the following specialized art rooms:

1. Metalcrafts room for designing and shaping wires, metals and related materials into jewelry, holloware, sculpture, and miscellaneous constructions. In addition, special equipment is needed for cutting and sawing, annealing, soldering and welding, hammering, buffing, casting and enameling. Special facilities needed for this room are a soundproof ceiling, durable and easily cleaned floors, acid-resistant plumbing, 200-volt electrical outlets, and proper ventilation.
2. Ceramics room for pottery and clay casting and ceramic sculpture. Special items that need to be provided include clay bins, damp and dry storage areas, potter's wheels, clay and glaze mixing equipment, spray booth, and kilns.
3. Printmaking room for stencil, planographic, relief, and intaglio printing. Equipment needs include screens, plates, stones, sinks, acid baths, presses, drying racks, and storage areas for printing equipment and materials.
4. Photography room for processing, enlarging, and printing negatives. Equipment for a dark room should include special sinks, enlargers, print boxes, tanks, trays, dryers, and mounting devices.

Classes scheduled for such specialized art rooms should have enrollments of not more than 20 students. Nonstudio classes in art could have variable enrollments, depending on the type of course and the method of instruction.

The general art room should contain work areas for ceramics, metalwork, printmaking, sculpture, and two-dimensional art activities. A conference area, including an art office, should be available. In addition, there should be a reference area with books, periodicals, reproductions, slides, films, and tapes. Basic tools and supplies in the following specialized areas are needed:

1. Sculpture: chisels, files, rasps, welding and soldering equipment, mallets, plaster, wood, wires, metals, vermiculites, clays, and firebricks.
2. Printmaking: press, metal plates, wood and linoleum blocks, chisels, cutters, silk screen equipment, inks, and brayers.
3. Drawing and Painting: brushes; painting knives; drawing and painting surfaces; tempera, acrylic, oil and watercolor paints; inks; markers; crayons; pens; and pencils.
4. Textile Design: table and floor looms, hooking frames, needles, yarns, fibers, fabrics, and natural materials.
5. Ceramics: kilns, modeling tools, turntables, potter's wheel, clays, glaze ingredients, portable clay storage bins, and damp boxes.

Outline of Topics for Subject

1. Perceive and respond to counters of art

   Recognize and point out the surface counters, singly and in combination, in a work of art.

   Recognize and point out the representational counters, when present, singly and in combination, in a work of art.

   Recognize, state, and interpret the possible relationships among the representational counters and surface counters in a work of art.

2. Value art as an important realm of human experience

   Participate in activities related to art.

   Be affectively oriented toward art.

   Express reasonably sophisticated conceptions about and positive attitudes toward art and artists.

   Demonstrate an open-mindedness toward different forms and styles of art.

   Demonstrate a concern for the man-made chaos and order in his environment.

3. Produce works of art

   Produce inventive and imaginative works of art.

   Produce works of art with a particular composition, subject matter, expressive quality, or expressive content.

   Produce works of art which contain various representations of visual conceptions.

   Demonstrate knowledge and application of media, tools, techniques, and forming processes.

   Find, invert, and design tools appropriate to the tasks above.

4. Know about art

   Know and understand the vocabulary relating to art.

   Recognize major figures and works in the history of art and understand their significance.

   Recognize styles of art, understand the concept of style, and analyze works of art on the basis of style.

   Know the history of man's art activity and understand the relationship of one style or period to other styles or periods and to the cultures that produced them.

5. Make and justify judgements about the aesthetic quality and merit of works of art

   Make and justify judgement about aesthetic quality; i.e., counters.

   Apply specific criteria in judging works of art.

   Know and understand criteria for making aesthetic judgements.

Classroom Activities and Procedures

Research findings indicate differing reactions occur when the art program emphasizes ideas that

are relevant to the visual arts (the depth approach) rather than the manipulation of a variety of art media (the exploratory or breadth approach).

Perceptual and Cognitive Needs

Art activities should provide opportunities for students to explore, identify, and express reactions to a wide variety of stimuli and to compare and relate visual forms to each other as well as to other relevant concepts. This is possible in an adult-controlled reward system, where each student is encouraged to put forth a sustained effort toward the production of a complete and meaningful configuration and his accomplishment is rewarded.

Since disadvantaged learners often lack the verbal skills to enable them to succeed in school, art teachers can place special emphasis on vocabulary building and facilitate comprehension and retention of new terms. The improvement of a student's vocabulary should, in turn, reflect improved abilities for abstract reasoning and conceptualizing visual relationships.

Adequate Self-Image

In the everyday existence of the dropout-prone pupil, there are few opportunities for interactions that are "positive-toned" or effectively afford gratification. Art activities need to be planned that will enable the student to interact positively with teachers, peers, and parents. He needs to have opportunities to produce things (from paintings to puppets) that will evoke positive responses from others. It is important that what is produced must be meaningful in the context of the student's millieu and not merely imitative of forms currently in vogue in the "fine arts" world.

The pupil's ego will be strengthened if he is acquainted with a wide variety of art forms which include examples created by artists, architects, and designers who share his cultural heritage.

Past-Present Orientation

The relationship between the past and the present will evolve from showing the learner how current art forms are derived from the past. This relationship is reflected in the derivations of utensils available in the home, lettering on signs in neighborhood stores, and the visual aspects of familiar television programs.

A student may be helped to realize that the past can be instrumental in dealing with the present by utilizing experiences that conceptualize pas-present relationships. The facility to relate the past to current problematic situations is important in a pupil's achieving success in school.

Attitude Toward School

Art education has a unique role to perform because of the indigenous interest of the disadvantaged learner in the practical aspects of life. Art activities that will express an awareness of this interest should be initiated. They should also attempt to instill appropriate attitudes as to the worth of academic learning. For example, students can be guided through the drawing of objects that are meaningful and valuable to them into the realm of ideas and abstractions that are germane to the visual arts. As students learn that the quality of their productions is affected by the quality of their thinking, they will value the necessity for thought and analysis to improve their works. Art curricula designed to facilitate this concept will result in improved attitudes of students toward the value of ideas, theories, and thinking in general.

Constructive Use of Leisure Time

As it is doubtful that a disadvantaged student's home environment presents him with occasions to use his leisure time productively, emphasis needs to be placed upon developing, in the art class, an awareness of the opportunities that art affords for creative and constructive activities. Students should become familiar with the possibilities for art experiences that exist outside of the school. Skills and knowledge acquired in the art class can be applied outside school, utilizing items that are available at little or no cost. Building structures with "found" objects, carving palm tree bark, creating papier maché sculpture, and making mosaics from discarded jars and bottles are examples of such activities.

A canvass of the school neighborhoods should reveal significant stimuli available for direct art experiences. In addition, field trips should be available to museums, galleries, and other areas where youth can come into contact with a variety of significant art forms. Students need to be informed how to reach such places by public conveyances.

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MUSIC

Introduction

Because of the unique ability of the arts to reflect the life of the times, no gap exists between cultural life and daily experience. The dropout-prone student characteristically feels that school subjects and topics are irrelevant to his life. As music permeates many aspects of the daily environment, it becomes a real bridge between what the student sees as important in his life and the academic environment.

Dropout-prone students are many times alienated by the impersonalization of the system. Music experiences are by nature extremely personal and can bring to the students a feeling of being unique individuals who have expressive qualities that provide both a release and a reward.

The following suggestions for developing a music education program for dropout-prone students are given so that they obtain what *all students* should obtain from the music program—a quality of humaneness and aesthetic sensitivity.

Objectives

1. To provide a variety of musical experiences on several levels so that the student may experience success.
2. To provide musical activities and course content which is of interest to the student.
3. To provide musical opportunities which the student sees as being relevant to everyday life.
4. To produce a sense of personal and school pride and a feeling of belonging by becoming a member of a musical organization.
5. To provide an acceptable outlet for emotional expression and creativity.
6. To stimulate interest and develop skills in music that can be used in daily life and in leisure activities.

Inservice Education

1. Teacher training in characteristics of dropout prone students for a better understanding of students' needs and attitudes.
2. Training in counseling and guidance techniques.
3. Training in individualized instruction techniques.
4. Training in music of the youth culture.
5. Training in guitar instruction techniques.

Physical Facilities and Equipment

1. Storage rooms and facilities
2. Office, library, and repair facilities
3. Large and small group instructional areas
4. Music laboratory
5. Individualized instruction centers
6. Piano laboratory
7. Band instruments

8. Orchestral instruments
9. Guitars
10. Recorders
11. Electronic lab-synthesizer, electronic tone generator, tape recorders
12. Cassette tape recorders and tapes
13. Carrels
14. Filmstrip projectors
15. Filmstrips
16. Overhead projector
17. Recordings and tapes
18. Stereo phonograph
19. Instrument construction kits
20. Autoharps
21. Rhythm instruments
22. Tone bells
23. Variety of textbooks for student and teacher reference
24. Variety of sheet music (additions to be made each year)
25. Television receivers
26. Lined chalkboards
27. Bulletin boards

Outline of Topics for Subject

1. Vocal production
2. Instrumental techniques
3. Use of harmony
4. Rhythm
5. Melody
6. Form in music
7. Forms of music
8. Tempo
9. Dynamics
10. Tone color
11. Music as expression of culture
12. Music as an outlet for creativity and self-expression
13. Music as it relates to other subject areas

Classroom Activities and Procedures

1. Large and small group learning activities with student interaction.
2. Activities geared and developed for individual interest and work.
3. Individual discovery of musical concepts; teacher-directed questions.
4. Use of audiovisual equipment.
5. Activities that have short successive goals which can be met quickly and with success.
6. Activities that deal with concrete specifics leading to recognition of relationships and generalization.
7. Willingness to try new methods and involve students in musical exploration.
8. Use of live, but informal, demonstration of actual instruments and learning materials, rather than pictures and recordings.
9. Joint planning of learning by pupil and teacher.
10. Evaluation conducted in a joint interview with student; reward for success rather than penalize for failure.
11. Materials on a variety of levels so that the student may begin on his level of achievement and experience success.
12. Use of the entire community as a classroom so that students become aware of the musical resources and activities available in their own environment.

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Music Education Materials - A selected annotated bibliography. Thomas C. Collins, editor, MENC, 1201 Sixteenth Street, N. W., Washington, D.C.

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The Musical Learning Center. Lloyd Schmidt, Connecticut State Department of Education, Hartford, Connecticut. Discusses facilities and equipment and lists materials with their sources.

PHYSICAL EDUCATION

Introduction

The educational objectives of programs for potential dropouts include the development of independent living skills. The late Arthur Daniels stated, "Psychological and social values can result from the restoration of confidence gained through improvement or adjustment, from the development of a feeling of security stemming from improved physical function and increased capacity for recreational activities."

Activities for the dropout-prone student should be planned according to the appraisal of his ability, interests, and needs. So often the potential dropout is an under achiever in physical education because of poor physical development, poor attitude and cooperation, and/or a lack of acceptance due to poor social development.

Objectives

The objectives for physical education should be designed to achieve the following:

1. Improvement of physical and organic efficiency.
2. Development of skills in basic movements, sports, and recreational activities.
3. Promotion of desirable social habits and attitudes.
4. Development of an appreciation for lifetime sports.

Inservice Education

Administrators, supervisors, and teachers should work cooperatively to design an inservice education program which will:

1. Assist teachers in developing techniques for identifying potential dropouts and planning a program of instruction that is challenging and relevant.
2. Meet the individual needs of dropout-prone students by placing them in small classes under sympathetic teachers and in activities tailored to their diverse interests, needs, and activities.
3. Correlate physical education instruction with the student's other school work in an effort to build his confidence and improve his self-image.
4. Emphasize the importance of good habits of general health, personal hygiene, and leisure time activities appropriate in his home community.

Physical Facilities and Equipment

A secondary school must have adequate *indoor* and *outdoor* facilities to provide an effective program in physical education. The indoor facilities must include a gymnasium with shower and dressing rooms for both boys and girls. In addition, there should be adequate storage rooms, instructors' offices, and utility teaching stations comparable to the size of the school.

For outdoor activities each school should have a campus of at least ten acres, plus one acre for each 100 students. These grounds should be developed for maximum use, providing an adequate outdoor paved area.

Equipment and supplies necessary for use in teaching the desired skills in a broad, varied program must be provided for both indoor and outdoor activities. Using volleyball as an example, one volleyball should be available for every six students at peak load, and one net for every 12 students at peak load. For additional recommendations, consult the *Guide for Teaching Physical Education, Grades 7-12,* published by the State Department of Education.

Outline of Topics for Subject

1. Orientation
2. Physical Fitness Testing
3. Outdoor Education
   - Riflery
   - Angling
   - Nature Study
   - Camping
   - Boating
   - Horseback Riding
   - Bicycling
4. Lifetime Sports
   - Archery
   - Badminton
   - Bowling
   - Tennis
   - Golf
5. Recreational Games
   - Paddle Tennis
   - Handball
   - Horseshoe Pitching
   - Deck Tennis
   - Table Tennis
6. Sports
   - Flag Football
   - Basketball
   - Softball
   - Soccer
   - Field Hockey
   - Swimming
   - Track and Field
   - Volleyball
7. Tumbling and Gymnastics
8. Weight and Training

Classroom Activities and Procedures

1. Each of the following categories of activities

should be included in the program: rhythms, individual and dual sports, outdoor education, team sports, combatives and self-testing, and gymnastics including stunts and tumbling.
2. An intramural program should be available for those students not engaged in varsity athletics.
3. The curriculum should be progressive, starting in grade seven.
4. Class size should not exceed 25 students.
5. More than two consecutive grade levels in the same class should be discouraged.
6. A valid physical fitness test should be administered at least twice a year.
7. Skill and knowledge tests should be administered in all activities.
8. Evaluation of pupil progress should be consistent with other subject matter fields and based on the philosophy of the physical education program and school.

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DRIVER AND TRAFFIC SAFETY EDUCATION

Introduction

Driver and traffic safety education programs in the high school can serve as a motivation for the borderline student who desires to leave school with the idea of not being interested in education. Many such students can be properly motivated and retained in school through a quality program of driver and traffic safety education. Almost every young person is highly motivated to drive, but the teacher's challenge is to use this intrinsic desire as a springboard to help the high school dropout-prone student acquire a rewarding and useful education.

Objectives

1. Promote a desire to learn. Challenge students through the competency motive.
2. Provide for individualized instruction including instructional modules.
3. Assist the student in learning to: (a) identify key segments of the traffic environment; (b) predict the action of others; (c) decide the best response for the situation; and (d) execute this decision in properly timed actions.
4. Promote, through phases of instruction, an understanding of the basic concepts that have practical significance to driver and traffic safety education.
5. Recognize and describe automobile driving primarily as a mental and social task involving the interaction of men, vehicles and the environment in a rather complex highway transportation system.
6. Define traffic regulations and recognize the various situations or conditions under which they apply.
7. Judge conditions for the hazards and risks involved and determine the best course of action.
8. Define and perform basic skills, habits, and maneuvers.
9. Perceive and interpret, in an efficient manner, the pertinent system events and conditions for the best pathway to travel in terms of goals, risks, and consequences.
10. Determine advantages and disadvantages of various driving environments to select most appropriate routes and departure times.
11. Define the legal and moral responsibilities necessary for making the fundamental decisions for safe and efficient operation of a motor vehicle on the highway at any given time.
12. Determine methods to prevent various psychophysiological, social, and other factors from impairing one's ability to drive safely and efficiently.

13. Prepare each student with at least minimum performance capabilities for entry into the highway traffic system as a vehicle operator.
14. Equip students with knowledge and thought processes which will enable them to make wise decisions in situations that could lead to impaired driving performance.
15. Help students acquire the insights and motivations needed to become fully functioning operators and responsible members of the highway traffic system.

Inservice Education

Teachers of driver and traffic safety education need professional assistance in the form of extension courses, seminars, conferences, clinics, institutes, workshops, and advanced courses. It is recommended that special programs of this nature be designed to enable teachers already in service, or certified but not teaching, to meet current requirements for certification. A reasonable period of time should be allowed for teachers to meet these requirements.

All teachers should have an opportunity to take part in an annual conference, workshop, or institute where pertinent problems presented in advance by teachers who attend, are discussed as well as the latest developments and research. For professional growth and development, teachers should hold sectional meetings at state driver and traffic safety education association meetings.

Physical Facilities and Equipment

1. Classroom with adequate space for varied activities.
2. Automobiles for laboratory instruction.
3. Simulator laboratory facilities.
4. Off-street multiple-car areas.
5. Psychophysical devices.
6. Audiovisual equipment - including models and mock-ups of vehicle components and accessories, to bring students certain experiences and information not easily available otherwise.
7. Classroom equipment - such as magnetic boards, overhead projectors, 16 mm projector, filmstrip projectors, tapes, tape records and headset, and parking boards, to assist students in visualizing traffic situations.
8. Varied textbooks for reference. Worksheets or activity cards.

   Teachers should seek materials that are:

   attractive in design, color, and format.
   relevant and basic to program objectives.
   appropriate for students, maturity levels, needs, and interests.
   planned to stimulate self-directed learning.
   up-to-date and in agreement with current educational practices.
   positive rather than negative in approach.

To teach driver and safety education effectively, a proper environment is needed to supplement the qualified teacher. Although nothing can substitute for good teaching, the effectiveness and morale of the best teacher is impaired in a poor atmosphere with makeshift facilities and equipment.

The teacher needs sufficient space and facilities to do a successful job of teaching. Adequate classroom facilities similar to those for other subjects, should be provided. Special equipment listed above is essential to conduct an effective classroom and laboratory course.

Outline of Topics for Subject

Classroom Instruction

1. The Highway Transportation System
2. Man and the System
3. Basic Highway Control Tasks
   - Vehicle and Road Surface Interaction
   - Directional Control
   - Speed Control
   - Braking and Stopping
   - Maneuvers
4. Interacting With Other Highway Users
   - Human Functions and Motor Vehicle Operation
   - Impediments to Vision
   - Distractions
   - Movement within Traffic Flow
   - Intersections
   - Pedestrians and Animals
5. Critical Situations
   - Response Analysis
   - Traction Loss
   - Vehicle Malfunctions and Failures
6. Controlling Consequences of Highway Collisions
   - Highway Accidents
   - Minimizing Impact Forces
   - At the Collision Scene
   - Financial Responsibility
7. Operator Fitness
   - Alcohol
   - Drugs
   - Emotions and Motivations
   - Fatigue and Carbon Monoxide
   - Other Impairments
8. Vehicle Readiness
   - Vehicle Sub-Systems - Prerequisite Knowledge
   - Vehicle Management - Selection and Maintenance
9. Self-Improvement
   - Risk Acceptance
   - Self-Analysis and Improvement
10. System Improvement
    - Traffic Law Enforcement
    - Traffic Engineering
    - Traffic Engineering Suggestions, Guidelines, and Resources for Action

Simulation and Instruction

Introduction and General Orientation to Simulation
Start of Good Driving
The Good Turn
Moderate Traffic Driving
Intermediate Traffic Driving
Complex Traffic Driving
Highway Driving
Expressway Driving
Manual Shifting
Special Maneuvers
Special Driving Techniques
Skids and Skidding
Backing Safely
Good Driving in Bad Weather
Driving After Dark
Hazardous Situations
Parking

Multiple-Car Driving Range

General Orientation
Basic Procedures
- Starting
- Shifting (in manual shift cars)
- Steering
- Stopping

Driving in Reverse
Turning
Fundamental Exercises
- Y-Turn
- Parallel Parking
- Angle Parking
- Figure Eight
- Garage Parking
- Hill Parking

Confidence Driving
Practice Driving (overtaking and passing)
Changing Tires
Driver Performance Test

Behind-the-wheel Instruction (in traffic)

Actual experience in driving a properly marked automobile (It is required that a dual-controlled automobile be used.)
A minimum of 6 hours of behind-the-wheel practice with a certified driving instructor
Knowledge of the location and function of:
- Brake pedal
- Clutch (if standard shift)
- Ignition switch
- Starter switch
- Gear selector (if automatic transmission)
- Gear shifts and positions (low, second, high, reverse, and neutral (if standard transmission)
- Steering wheel
- Turn signal lever and directional light indicators
- Light switch (park, headlights, bright and dim switch, and indicator instrument panel lights)
- Speedometer
- Odometer
- Oil pressure gauge or indicator
- Temperature indicator
- Mirrors
- Sun visors
- Horn ring or button
- Choke (automatic or manual)
- Accelerator
- Parking brake
- Ammeter (or light indicator for charge or discharge)
- Seat adjustment
- Safety belts
- Windshield wiper switch (and washer if provided)

Pre-driving habits
Practice in starting, stopping, backing, and turning the car in off-street areas
Driving in rural areas
Driving in city traffic
Expressway driving (if near enough to expressway to be practical)
Practice in making left turns, right turns, changing lanes, passing, and turning around in limited areas
Parking—parallel, angle, on upgrade, and downgrade
Practice in entering traffic from parking position
Stopping and starting on incline
Adverse weather conditions
Driving at night
Forces of nature in driving

Motorcycle Safety

Classroom Instruction (eight hours)

1. Historical background
2. Regulations for operation
3. Introduction to construction and mechanics
4. Basic controls
5. Care, maintenance, and service
6. Protective clothing and safety equipment
7. Defensive operating procedures
8. Standard operating procedures
9. Intermediate maneuvers and procedures for safe road operation
10. Advanced maneuvers and procedures for riding practice

Laboratory Instruction (four hours)

1. Skill and road tests
2. Inspection of vehicle
3. Stop and start
4. Crescent or circle, and weave
5. Intersection, "T" turn, and railroad crossing
6. Figure eight with intersection
7. Riding under adverse conditions

Classroom Activities and Procedures

The classroom phase of driver and traffic safety education will result in effective learning if it is conducted by lectures, demonstrations, discussions, role playing, projects, use of audiovisual aids, psychophysical testing, surveys, traffic situations and/ or accident analyses, field trips, resource persons, educational television, and other appropriate techniques.

The laboratory phase of driver and traffic safety education should include observations, demonstration, skill tests, road tests, inspection, and practice. Where practical, this phase should include simulation, range, motorcycle safety, and on-street instruction.

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VOCATIONAL PROGRAM

CAREER OCCUPATIONS

Introduction

Vocational Education programs can help stimulate and motivate the potential dropout to stay in school if the program is designed to meet his particular needs. If the student is given the opportunity to select appropriate courses that will help achieve his career objectives, the percentage of dropouts will tend to decrease greatly.

A variety of vocational education programs at appropriate learning levels should make the public school program more relevant and meaningful.

Objectives

The major objective is to improve the overall performance of underachieving students to the extent that 80% will be functioning at their anticipated achievement grade equivalency levels as indicated by standardized test scores, such as the California Test of Mental Maturity and the California Test of Basic Skills.

A supporting objective is to improve significantly student self-concepts and attitudes toward school in general, to the extent that 95% will continue into the tenth grade, 80% will complete high school, and all will experience a positive attitudinal change. Attainment of this objective will be measured by records kept of school attendance, scales, and checklists.

Inservice Education

The key to helping dropout-prone students lies in improving (1) their self-concepts, (2) their attitudes toward school, and (3) their attitudes toward society. Repeated failures frequently cause poor attitudes which are often manifested in personality difficulties. These difficulties often result in behavioral problems in the classroom.

The greatest single inservice education need, therefore, is for a consultant (who is further removed from the students) to meet regularly (at least weekly) with the teachers for the purpose of boosting teacher morale and keeping teachers convinced that these students' attitudes can be changed.

If the problems of these students are caused by repeated frustrations and failures, methods of enabling them to experience success repeatedly is another significant aspect of the inservice education program.

Staff members should be provided with inservice education and class preparation time commensurate with the objectives of the program.

1. Inservice education programs should be conducted during the summer prior to the initiation of a new program to familiarize the teacher with program goals, objectives, teaching techniques, educational activities, and media.
2. The inservice education program should be required for all teachers participating in the program.
3. Teachers engaged in the program should be allowed additional preparation periods for program development and coordination of course work.

Physical Facilities and Equipment

The suggested program for dropout prevention is basically exploratory. It should provide laboratory

and activity-oriented experiences. Thus, it is essential that the program have the physical facilities, equipment, and supplies necessary to conduct the appropriate laboratory experiences.

In many schools existing vocational education laboratories are adequate or they may be easily adapted for use.

Generally the following types of vocational education facilities may be utilized:

1. Laboratories for woodworking, metal working, and electricity
2. Drafting facilities
3. Horticultural, forestry, or agricultural laboratories
4. Multiple-type facilities for discussions, audio-visuals, and some classroom activities

Necessary equipment and expendable supplies must be provided for each unit of instruction. This program must have verve. It must provide for manipulative, communicative, computational, and attitudinal expressions by each student.

Outline of Topics for Subject

The curriculum should be composed of nine units from the prevocational series of publications. All classes must be activity-oriented to enable all students to be actively engaged in productive and successful endeavors. The nine prevocational units to be included in this curriculum are:

The World of Work
Drafting
Graphic Arts
Electricity
Building Construction
Agriculture
Power Mechanics
Distributive Education
Metal Work

The sequence in which these units are taught is left to the discretion of the instructor. However, it is suggested that "World of Work" and "Drafting" units be taught first or at the earliest possible time during the first year of this curriculum.

All equipment and references needed for teaching these units are listed in the State Department of Education publication, "Suggestions for Implementing and Organizing Pre-vocational Education Programs for South Carolina." Equipment and reference lists for specific units can be found in each prevocational publication.

Eleventh Grade Curriculum

This special curriculum should be composed of some of the following units:

Small Gasoline Engines
Machinery Setup and Maintenance
Welding
Safe Tractor and Farm Machinery
Metalworking
Building Construction
Electricity and Electronics
Ornamental Horticulture

The units must be selected by the teacher and based on student interests, community needs, and other pertinent factors.

This curriculum must be student-activity-oriented and constructed so that students may be successful in their efforts.

Classroom Activities and Procedures

Upon completion of this unit, the student will have demonstrated the understandings and abilities related to operating principles, construction, parts identification, care, maintenance, disassembly, inspection, reassembly, adjustment, replacement, and trouble shooting of the small gasoline engine.

Some suggested activities needed to attain the major objective of this unit are as follows:

Shop safety, proper tool selection and use.
Basic principles of operation of the two-and four-stroke cycle engine.
Basic construction features and parts identification of internal combustion engine.
Operation, maintenance, and repair of the ignition system.
Operation, maintenance, and repair of the carburetion system.
Disassembly, inspection, repair, replacement, and reassembly of a small gasoline engine.
Trouble shooting the internal combustion engine.

Equipment and Tools (see pages 32-38)

References:

Small Gasoline Engines. Vols. I & II, AAVIM, Athens, Georgia, 1971.

Transparency Sets. Vols. I & II, Vocational Education Media Center, Clemson University, 1970.

Small Gasoline Engines. Ignition System Repair, Vocational Education Media Center, Clemson University, 1970.

Machinery Setups and Maintenance

Upon completion of this unit, the student will have demonstrated to the instructor's satisfaction the ability to safely and correctly set up, operate, and maintain the equipment selected by the instructor.

Some suggested activities needed to attain the major objective of this unit are as follows:

Setup activities:

Selection and safe use of tools.
Review of plan or diagram interpretation and use of instruction manuals.

Assemble a bottom plow or other item of equipment, depending on availability and curriculum emphasis).

Adjust and use the bottom plow according to manufacturer's specifications.

Maintenance activities:

Perform preventative maintenance on a plow or other piece of equipment.

Replace share, moldboard, and slide on bottom plow.

Prepare bottom plow or other piece of equipment for storage.

Perform preventative maintenance on tractor engine or other equipment powered by an internal combustion engine.

Equipment and Tools (see pages 32-38)

References

Operator's Manual for Equipment to be Assembled.

Tractor Operation and Daily Care. AAVIM, Athens, Georgia, 1970.

Tractor Maintenance. AAVIM, Athens, Georgia, 1970.

Tractor Tune-up and Service Guide. AAVIM, Athens, Georgia, 1966.

Welding Unit—Arc and Gas Welding

Upon completion of this unit in arc welding students will be able to make acceptable welds in horizontal and vertical positions.

Some suggested activities for this unit are as follows:

1. Arc welding safety—Eye protection, handling of hot metal, etc.
2. Setting up of equipment and work pieces for welding.
3. Determining amperage settings and rod sizes.
4. Striking and maintaining an arc.
5. Running a flat bead.
6. Running a vertical bead.
7. Construction of a small project requiring flat and vertical beads.

Upon completion of the unit on oxyacetylene welding, students will be able to properly light the torch; identify a carburizing, neutral, and oxidizing flame; make simple fusion welds (with and without filler rods); braze weld; and solder.

Some suggested activities for this unit are as follows:

1. Safety instruction
2. Setting up of equipment.
3. Properly lighting, adjusting, and shutting off the welding torch.
4. Fusion welding without rod.
5. Fusion welding with filler rods.
6. Soldering.
7. Brazing
8. Cutting with oxyacetylene torch.

Equipment and Tools (see pages 32-38)

References:

Griffin, Ivan, and Roden, Edward M. *Basic Arc Welding.* Albany, New York: Delmar Publishers, Inc.

Griffin, Ivan, and Roden, Edward M. *Basic Oxyacetylene Welding.* Albany, New York: Delmar Publishers, Inc.

Wakeman and McCoy. *The Farm Shop.* New York, New York: McMillan, 1960.

Safe Tractor and Farm Machinery Operation

The purpose of this unit is to develop skills needed for safe tractor operation and to develop an understanding of principles for safe tractor operations. Upon completion of this unit, the student will be able to perform basic tractor and machinery operations in a practical and safe manner.

Some activities to be included in this unit are as follows:

1. Understanding the importance of tractor safety.
2. Understanding preoperating procedures.
3. Making adjustments to meet operating needs —principles.
4. Starting and stopping tractor engine.
5. Controlling movement.
6. Hitching to tractor-operated equipment.
7. Operating under field conditions.
8. Operating under highway conditions.
9. Unhitching equipment.
10. Refueling
11. Understanding the importance of farm machinery safety.
12. Understanding safety practices common to all farm machinery operation.
13. Understanding how to safely operate a corn picker.
14. Understanding how to safely operate a cotton harvester.
15. Understanding how to safely operate grain combine.
16. Understanding how to safely operate forage harvester.
17. Understanding how to safely operate hay mowers.
18. Understanding how to safely operate balers.

Equipment and Tool List (see pages 32-38)

1. Tractor, gasoline type
2. Tractor, diesel
3. Two-wheel trailer or two-wheel farm implement
4. Corn picker
5. Cotton harvester (picker)
6. Grain combine
7. Forage harvester

8. Hay mower
9. Hay baler

In most cases farmers or equipment dealers in the community are happy to lend schools the equipment necessary to teach this unit.

References:

Bobbit and Doss. *Safe Tractor Operation and Safe Farm Machinery Operation.* East Lansing, Michigan: Vocational Agriculture Training Program, 1969.

Tractor and Operation and Daily Care. Athens, Georgia: AAVIM, 1970.

Appropriate Operators Manuals, obtainable from manufacturers.

Tractor Overturn Prevention and Protection. National Safety Council, Chicago, Illinois.

State Vehicle Operators Manual or Appropriate Regulations.

Tractor Care and Safety Program—4-H Manuals, Numbers 1, 2, and 3. Cooperative Extension Service.

Metalworking

Upon completion of the metalworking phase of the course, students will be aware of job opportunities available in the metalworking cluster of occupations; will have basic knowledge of the types and properties of different kinds of metals used in the trades; will be able to read simple blueprints, to perform basic machining operations, and to perform routine maintenance on tools and equipment.

Suggested activities to be included in the unit are as follows:

1. Job opportunities in the metalworking trades.
2. Safety instruction.
3. Identification of most commonly used metals and alloys.
4. Reading blueprints.
5. Using measuring tools.
6. Performing basic benchwork operations.
7. Drill press work, drilling operations.
8. Using a power hacksaw.
9. Construction of a simple machine shop project.
10. Grinding operations.
11. Exercise—sharpening tool and drill bits.
12. Sheet metal tools and equipment.
13. Sheet metal layout.
14. Cutting, forming, and shaping sheet metal.
15. Joining sheet metal.
16. Project-construction of a sheet metal project.

Equipment and Tools (see pages 32-38)

References:

Wakeman and McCoy. *The Farm Shop.* New York, New York: McMillan, 1960.

Metalwork, 2nd Edition. Peoria, Illinois: C. A. Bennett Co., Inc., 61614.

Building Construction

Upon completion of the eleventh grade unit in Building Construction, students will be able to follow a simple blueprint to measure, lay out, cut, and assemble the pieces required to construct an 8' x 10' wood frame building. Students will apply roofing materials, install windows or doors, install hardware, and paint the building. Application of interior paneling, ceiling tile, floor covering, etc. and installation of some plumbing fixtures such as a sink are optional. Plans and procedures to follow in constructing an 8' x 10' storage building are found on pages 19, 20, 22-27 of *Building Construction,* Teacher's Guide, a unit in Pre-vocational Education.

In addition to construction of the building, the following additional activities are suggested:

1. Blueprint reading.
2. Use of framing square.
3. Rafter cutting.
4. Building forms for pouring concrete.
5. Mixing small batches of concrete.
6. Pouring and finishing concrete (use a small form or mold).
7. Painting.
8. Cutting and installing molding.

Equipment and Tools (see pages 32-38)

References:

Mix, Floyd. *Practical Carpentry.* Homewood, Illinois: Goodheart-Wilcox Company.

Carpentry for the Building Trade by Lair.

Electricity—Electronics

Upon completion of the electricity unit students will be able to calculate power needs for a three-room apartment and plan the circuits required to supply the power needed. Students will be able to run conductors for three circuits (two for 120 volts and one for 220 volts) from the circuit breaker box to the receptacles. Students will also perform basic breadboard experiments with relay circuits, transistor circuits, and simple one-tube circuits.

Suggested activities for the unit are as follows:

1. Safety instruction.
2. Correct use of electricians' tools and equipment.
3. Calculation of circuit requirements.
4. Determining wire size requirements.
5. Installation of breaker box.
6. Installation of 120-volt convenience outlet circuit.
7. Installation of 120-volt lighting circuit:
   With one on-off switch.
   With two three-way switches.
   With two three-way switches and one four-way switch.
8. Installation of one 220-volt heavy appliance outlet.

9. Use of electrical instruments:
   Continuity tester.
   Voltmeter, ohmmeter.
10. Breadboard experiment—electric magnets and relays.
11. Breadboard experiment—diode applications.
12. Breadboard experiment—transistor applications.
13. Breadboard experiment—tube applications.

Equipment and Tools (see pages 32-38)

References:

Electric Wiring Handbook. Sears-Roebuck and Co., 1969.

National Electric Code.

Understanding Electricity and Electrical Terms. Athens, Georgia: AAVIM, 1970.

Maintaining the Lighting and Wiring System. Athens, Georgia: AAVIM, 1971.

Ornamental Horticulture

Upon completion of this unit, the student will have demonstrated the abilities to plan a landscape, propagate plants, establish and maintain shrubs, and establish and maintain lawns.

Some suggested activities needed to attain the major objective of this unit are as follows:

1. Develop a landscape plan for the student's home or school.
2. Prepare a seed bed and propagate plants by seeds.
3. Propagate plants by cutting, layering, grafting, and budding.
4. Establish and maintain shrubs.
5. Establish and maintain a lawn area.

Equipment and Tools (see pages 32-38)

References:

Landscaping the Home and School Grounds. State Department of Education and Vocational Education Media Center, 1970.

Landscaping the Home and School Grounds. State Department of Education and Vocational Education Media Center, 1970. (Set of transparencies)

Stationary Equipment

Mechanics Laboratory

ITEM	DESCRIPTION—SIZE	NUMBER
Bandsaw	Horizontal, metal cutting, 8″ capacity, 1 hp	1
Bench	Work, 2-man	As needed
Bench	Work, 4-man	As needed
Cleaner	Steam, Jenny IIC or equivalent	1
Compressor	Air, 8-120 psi, 9.7 cu. ft. displacement, 60 gal. tank, heavy duty, with oil and water extractor	1
Grinder	Pedestal, 10″, heavy duty, 1 hp	1
Hoist	Chain, 2-ton capacity	3
Jointer	6″-8″, heavy duty, 1 ½hp	1
Monorail	6-ton capacity	1
Planer	16″, heavy duty, 5 hp	1
Press	Drill, metalworking, 20″, heavy duty, 1 hp	1
Press	Drill, woodworking 15″, heavy duty, ½ hp	1
Press	Hydraulic, 50-ton capacity, with safety valve and accessories	1
Saw	Radial arm, 12″, heavy duty, 3 hp	1
Saw	Tilting arbor, 12″-14″, heavy duty, 3 hp	1
Welder	Arc, 220 v., 20% duty cycle	4
Welder	Oxyacetylene, medium duty	1

Mechanics Tools and Supplies

Woodwork and Carpentry

ITEM	DESCRIPTION—SIZE	NUMBER
Brace	Ratchet, 10″ swing	1
Bits	Auger, ¼″-1″ by eighths	Set
Bits	Countersink, rosehead—¾″ x 5″	1
Chisels	Wood, heavy duty, ¼″—1″ by fourths	Set
Drawknife	10″ blade	1
Hammer	Bell faced, 16 ounces	1
Bar	Wrecking, gooseneck, 18″	1
Plane	Smoothing 14″	1
Plane	Block, 6″	1
Saw	Hand, crosscut, 26″ (8 or 10 points)	1
Saw	Coping, 6½″ blade	1
Saw	Keyhole (10 points)	1
Square	Framing, 16″ x 24″	1
Square	Sliding T-bevel, 10″	1
Square	Combination, 12″	1
Screwdrivers	Set of bits, ¼″, 5/16″, ⅜″	Set
Screwdrivers	Set of shockproof, 6″, 8″, 10″	Set
Screwdrivers	Phillips, 6′, 8′, 10′	Set
Files	Mill files, 6″, 8″, 10″	Set
Files	Wood rasp, 12″	1
Scraper	Wood, 3″ blade	1
Oilstone	Combination, 6″ x 2″	1
Mallet	Carpenter's, 16 ounces	1
Knife	Putty	1

Woodwork and Carpentry

ITEM	DESCRIPTION—SIZE	NUMBER
Bits	Electrician's, ¼", ½", ¾"	Set
Bits	Expansion, ⅞"-3"	Set
Bits	Extension, 15"	1
Clamps	Adjustable bar, 3'-8'	2
Clamps	"C" Clamps, 5" and 10"	2
Hammers	Ripping, 20 ounces	2
Plane	Jack, 15"	2
Saws	Miter saw, 10 points	1
Saw sets	(For circular saws)	2
Squares	Try and miter, 8"	2
Tapes	Return tape, 12'	2
Rules	Extension rule, 6'	2
Tape	Steel tape, 100'	2
Bob	Plumb bob, 12 ounces	4
Levels	Carpenter's level (18" and 24")	1
Chalkline	Self chalking, 50'	2
Divider	Wing, 10"	1
Calipers	Once each inside and outside, 6"	2
Files	Bastard, flat (2 each of 8" and 10")	4
Files	Bastard, half round, 8" and 10"	2
Files	Bastard, round, 8" and 10"	2
Files	Slim taper, 6"	2
Files	File handles, assorted sizes	24

Miscellaneous Woodworking Tools

ITEM	DESCRIPTION—SIZE	NUMBER
Paint brushes	Medium, on each of 2", 3", and 4"	3
Glass cutter		2
Wire brushes	7¼" x 2 ⅞"	2
Vises	Woodworking 4" x 10" jaws, open 12"	3

Welding Equipment

ITEM	DESCRIPTION—SIZE	NUMBER
Grinder	General purpose bench, ¼ hp motor	1
Grinder	Wet grinder bench model, 8" wheel, ¼ hp motor	1
Grinder	Sickle grinder, ¼ hp motor	1
Hammers	Chipping hammers	4
Brushes	10" handle	6
Gloves	Leather	6
Goggles	Chipping and grinding goggles, cut type	6-10
	Welding goggles, cut type	1 per student
Helmets	Welding helmets	1 per student
Torch	Carbon arc	1
Curtain	Welding curtain for welding area	1

Metal Work

ITEM	DESCRIPTION—SIZE	NUMBER
Chisels	Cold, ¼", ⅜", ½", ⅝", ¾", 1"	6
Punches	Center punch, ½" x 6"	3
Punches	Machine punch ⅝" x 7"	2
Punches	Line-up punch ¼" x ⅝" x 12"	2
Hammers	Ball peen (one each of 12, 20, and 24 ounces)	Set
Clippers	Bolt clipper, one large and one small	2
Vises	Machinist Vise, swivel base, 5"	2
Taps and dies	Screw plate, NC and NF, ¼" to 1" by 16ths	Set
Screw extractors	No. 1, 2, 3, 4, 5, and 6	Set
Glasses	Safety glasses (1 pair per student)	1
Rulers	6" steel rulers	6
Calipers	Inside calipers, 6"	3
Calipers	Outside calipers, 6"	3
Micrometers	O-1" Outside Micrometers	3
Frames	Metal hacksaw frames	3
Squares	12" combination squares	5
Scribers	Scribers	5
Files	10" flat files, single cut with handles	3
File cards	File Cards	3
Hammers	15 oz. ball peen hammers	5
Punches	Center punch, 6"	5

Sheet Metal

ITEM	DESCRIPTION—SIZE	NUMBER
Torch	Propane torch, tips and tank	1
Mallets	Tinner's mallet 2¼" x 6"	2
Snips	Tinner's snips, straight and curved	2
Soldering iron	Electric, removable tips, 300 watt	1
Rivet kit	Includes tools and rivets	1
Hammer	Riveting hammer, 12 ounces	1
Seamer	Hand seamer, 3½" blade	1
Groover	Hand groover, ⅜"	1

Plumbing

ITEM	DESCRIPTION—SIZE	NUMBER
Pipe dies	1" to 2"	Set
Pipe dies	Ratchet type ¼"-1"	Set
Cutter	Pipe, ¼"-1¼"	1
Cutter	Copper tubing, 3/16"-1⅛"	1
Flaring tools	Copper tubing, ⅜"-½"	Set
Reamer	Burring bit brace	1
Wrenches	Pipe wrench, 18"	2
Wrench	Pipe wrench, 12"	1
Vise	Pipe, ⅛"-2"	1

Electricity

ITEMS	DESCRIPTION—SIZE	NUMBER
Outlets and switches	(For electric panel board)	
Pliers	Electrician, side cutting, 7"	3
Screwdrivers	Electrician, 3"	2
Screwdrivers	Electrician, 6"	2
Light	Test light	1
Cable ripper	For cables up to ½"	1
Wire strippers	For No. 10 to No. 18 wire	2

Concrete and Masonry

ITEM	DESCRIPTION—SIZE	NUMBER
Edger	Concrete sidewalk	1
Groover	Concrete sidewalk	1
Jointer	Concrete sidewalk	1
Level	Mason's level, 48", aluminum	1
Mason's line	Nylon, 100'	1
Shovels	Square point, short handle	2
Trowel	Brick, 11"	1
Trowel	Pointing trowel, 5"	1
Trowel	Cementer's trowel, 11"	1

Engines and Machinery

Tools in this section are suggested for a small working group, three to five students, and are to be placed in a cabinet for machinery repair. One cabinet for every three or four students is desirable.

ITEMS Q	DESCRIPTION—SIZE	NUMBER
Hammer	Ball peen, 16-20 ounces	1
Punches	Center punches	Set
Chisels	5/16"-1½"	Set
Gauges	Thickness gauges, .003"-.015"	Set
Pliers	One each: needle nose, diagonal Channel lock and vise-grip	Assortment
Screwdrivers	Machines, 6", 8", and 12"	Set
Wrenches	Socket and box-end combination ¼", ⅜", ½"	Set
Wrenches	Allen, (hex-head)	Set
Wrenches	Spark plug	Set

Farm Tractors, Engines and Machinery

Tools in this section should be placed in a general (central) tool room or cabinet.

ITEM	DESCRIPTION—SIZE	NUMBER
Trolley	Trolley for I-beam, 2 tons	2
Jack	Hydraulic, 3 tons	1
Jack stands	Two tons	2 pr.
Cans	Five-gallon for kerosene	2
Cans	One-gallon for gasoline	2
Can	With top for water, 15-25 gal.	1
Cans	Oilers, ⅓-½ pint	4
Creeper guns	Pressure, lever type, 16 ounces	2
Gauge	Compression, Snap-on	1
Gauges	Vacuum, Snap-on	1
Gauges	Spark plug, wire type	2 sets
Light	Timing light	1
Charger	Battery charger	1
Cable	Jumper cable	1
Pliers	Combination, 6″	4
Screwdrivers	Offset	2
Service light	Heavy cord 25′, bulb shield	1
Tire gauge	Heavy duty	1
Puller set	Gear and bearing puller, 3 sets of jaws	1
Wrench	Torque, ½″, 0-150 ft. lbs.	1
Wrenches	Ignition	Set
Wrenches	Deep socket	Set
Wrenches	Flexible socket	Set
Wrenches	Drive Socket—¾″	Set
Wrenches	Impact, electric	1
Punches	Gasket punches	Set
Pick-up	Pick-up tool, magnetic	1
Compressor	Ring compressor	1
Tester	Battery tester	1
Hydromatic Block	Repair block, mower repair, chain detacher, etc.	1

Power Tools and Large Equipment

ITEM	DESCRIPTION—SIZE	NUMBER
Drill	Portable, electric, ¼″	1
Drill	Portable electric, ¾″	1
Grinder	Portable grinder, 1″ x 6″ with attachment for drill bits and chisels	1
Dresser	Wheel dresser	1
Drill bits	High speed, 1/16″-½″ by 64ths, ½″-1″ by 8ths	Set
Drill bits	Masonry drills, ¼″-¾″ by 16ths	Set
Saw	Portable, heavy duty 7″ blade	1

Small Gasoline Engines

ITEM	DESCRIPTION—SIZE	NUMBER
Wrenches	Open end, 5/16", to 1" by 16ths	Set
Wrenches	Box end, 5/16" to 1", by 16ths	Set
Screwdrivers	Standards, 4"-6"-8"	1 ea.
Screwdrivers	Phillips, 4"-6"	1 ea.
Screwdrivers	Offset, 4"-6"	1 ea.
Chisel	Cold, flat and cape	Set
Punches	Assorted	Set
Pliers	Needle nose	4
Pliers	Combination	4
Pliers	Water pump	2
Pliers	Vise Grip	2
Hammer	Ball peen, 1 ounce	3
Wrench	Adjustable, 8"	1
Wrench	Adjustable, 10"	1
Hammer	Plastic	3
Gauge	Feeler, 26 blades	2
Gauge	Spark plug, wire	2
Tool	Ignition tool set	1
Bar	Pry, 18"	1
Wrench	Set 3/8" drive socket wrenches with 13/16" deep socket	Set
Wrench	Pipe 18"	1
Oiler	Hand	1
File	Flat, 8"	3
Brush	Wire hand,	3
Knife	Putty	3
Screwdriver	Hex	Set
Wrench	Torque, 3/8", 0-600 in. lbs.	1
Light	Trouble	2

Miscellaneous Tools and Equipment

ITEM	DESCRIPTION—SIZE	NUMBER
Diggers	Post-hole, 9" blade	2
Stretcher	Wire stretcher	1
Fire blanket	(Safety item in shop)	1
Fire extinguisher	CO_2, 10 lb. size	1
First aid center	Assortment of needs	1
Chain detacher		1
Step ladder	2 sections, 30'	1
Spray gun	Paint gun, high production	1
Level	Bostrum level, utility	1
Lettering set	(For marking tools) 1/8" letters	1
Engines, used	Car and tractor (cut-away)	1 per student
Engines, used	Small gas, 2 and 4 cycles	1 per student
Motors, used	Electric motors, different types	1 per student

ITEMS	DESCRIPTION—SIZE	NUMBER
Pruning saws	Short—14″	2
Pruning saws	Pole pruning saw—18′	2
Pruning shears	Hand pruner	15
Pruning shears	26″ looper	4
Grafting knives	Grafting and budding	6
Grub hoes	Blade 3 ¾″ x 8″	4
Spray pump	Rust resistant, 2-4 gallons	1
Hedge shearers	Long handled 21″	2
Hoes	Garden hoes	6
Rakes	Garden rakes	4
Shovels	Straight neck, round point	4
Picks	Railroad picks	4
Electric cable	For electric hotbeds (plastic) 50′	2
Opener	Can opener	1
Wheel barrow	4 cubic	2
Garden hose	¾″, 25′ with nozzle	2
Trowels	Transplanting	4
Can snips	(For opening side of can)	15
Seeder	Cyclone seed and fertilizer sower	1
Soil test kit	Testing kit for simple tests	1
Soil auger	Soil auger, 42″ long, 6″ bit	1
Soil collection	Residual soil collection, 10 samples	1
Soil sieves	Soil sieves	1
Measuring tape	100′ steel tape	1
Hand level	Hand sighting level	1
Fertilizer samples	Set of 18 samples	1
Grass seed	Collection of 12 types of grass seed	1
Legume seed	Collection of 12 types of legume seed	1
Plant tester	Plant tissue test	1
Scales	Seed scales	1
Duster	Garden, Aluminum	1
Respirator	Spray	1
Respirator	Dust	1
Roller	Lawn roller, 24″	1
Spreader	Fertilizer, 3′-4′	1
Tractor	Roto spader, 5 hp	1

DISTRIBUTIVE EDUCATION and HEALTH OCCUPATIONS

Introduction

A joint curriculum of Distributive Education and Health Education has been developed for the dropout-prone student in the eleventh grade. This curriculum is activity-centered and should be presented through activities designed to ensure student involvement and participation.

The main target of these proposed activities is the female student who is difficult to place for on-the-job training because of poor health practices or grooming. However, the program should not be limited to girls.

Prevocational curricula should be considered for potential dropouts in the ninth and tenth grades. For tenth grade students with a career objective in any area of distribution, the curriculum in Distributive Education should be supplemented with:

1. Curriculum used for the FORWARD MARCH Group (Disadvantaged)
2. *Suggested Projects in Distributive Education* —USOE publication from Rutgers University, 1969.
3. *Projects*—Robert Luter, Extension Division, University of Texas, Austin

Any of the above supplementary materials will also provide enrichment for some activities in Health Occupations.

Objectives

1. To develop and implement relevant programs for grades 9-11 in areas of health and distribution to keep potential dropouts and underachievers in school.
2. To give students incentive for staying in school and reaching desired educational and employment goals.
3. To identify dropout-prone students in current vocational classes.
4. To involve guidance personnel in identifying dropout-prone students and helping to determine appropriate ways to meet student needs.
5. To keep class enrollment at a minimum so that activities can be student-centered and individualized.
6. To identify student capabilities and determine types of work-study programs that motivate students to stay in school.
7. To provide successful occupational experiences so that each dropout-prone student may develop a positive self-concept.
8. To recognize the problems of staying in school that result from difficult family circumstances.
9. To develop communicative skills necessary for job success through a cooperative team teaching effort (such as English, mathematics, social studies, and vocational skills).
10. To consider the feasibility of ungraded programs and the waiving of certain school requirements to hold potential dropouts in school.

Inservice Education

Inservice education to improve the competency and performance of classroom teachers is very essential. Generally, it is very desirable that each teacher be certified and qualified in her particular teaching area. Certainly, methods in distributive education and basic knowledge in health occupations are required. An inservice program should be designed to achieve these purposes:

1. Help teachers develop an empathy for this type of student and an appreciation of this kind of instruction.
2. Assist teachers in developing "know how" in motivating and involving students in interesting learning activities.
3. Aid teachers in adapting available curriculum materials in the respective vocational areas for use with the dropout-prone student.

Physical Facilities and Equipment

General

1. A large (30' x 30'), well-lighted, and ventilated room
2. Mobile chairs and tables (seat six)
3. Adequate electric outlets
4. Bulletin board
5. Ample chalkboard
6. Sink with running water
7. Film projector and screen, or use of one
8. Overhead projector

Health Occupations

1. Scales
2. Three-way mirror (long)
3. Table mirror
4. Poster paper and materials necessary for making posters
5. Magazines
6. Mail-order catalogues
7. Scrapbooks
8. Combs, brushes, hair rollers, and clips
9. Makeup
10. Manicure kit

Distributive Education

1. Check-out counter

2. Shopping baskets (2-4)
3. Cash register
4. Adding machine
5. Display space—either showcases, shadow boxes, or window
6. Shelves for dummy merchandise
7. Magazine or bulletin rack
8. Mannikins (2 teen-age)
9. Tape recorder
10. Large community map
11. Actual or play money
12. Films—USC, State Department of Education, motion picture loan agencies
13. Miscellaneous expendable supplies

Outline of Topics for Subject

Health Occupations

Personal Health
Appearance and Grooming
Mental Health Relationships and Communications

Distributive Education

Employment Opportunities in Local Community
Self-Development
Product Knowledge
Sales and Mathematics Practices
Stockkeeping
Gift and/ or Package Wrapping
Job Application

Health Occupations

Objectives:

Discuss good health habits as they relate to diet, sleep, exercise, recreation, and elimination.

Prepare and implement a plan that will improve personal health habits.

Identify four measures that may be used to maintain good health, relatively free of illness and disease.

Classroom Activities and Procedures:

Ask students to complete a health-habit rating form and prepare a plan to improve their health habits.

Make students responsible for a bulletin board display on health habits at work and in daily living.

Ask each student to keep a five-day record of her sleeping patterns. Relate this with degree of alertness. Discuss one of such sleeping aids as medication and environmental factors.

Invite a nutritionist to speak on diet and weight control. Ask the speaker to include dangers of "crash" or "fad" diets.

Invite a physical education teacher to discuss the importance of exercise and recreation to the individual.

Appearance and Grooming

Objectives:

List three personal traits that are communicated to others by one's personal appearance and grooming.

Describe four advantages of good posture.

Identify five areas of personal grooming that require careful attention.

Classroom Activities and Procedures

Design posters comparing differences in persons who are clean and well groomed with those who are careless in their appearance.

Ask students to give an oral report on an article in a current magazine on grooming.

Invite a cosmetologist to speak on hair arrangement and use of makeup.

Invite a cosmetologist to discuss and demonstrate hand care, including manicure.

Ask students to write the script, select the actors, and present a two-minute drama, "My Feet Are Killing Me."

Follow with a class discussion on foot care and shoe selection.

Invite a modeling or fashion coordinator to discuss posture and the proper way to stand, sit, and walk. Allow time for student participation.

Show the film, "Improve Your Posture."

Make a scrapbook to illustrate the coordination of clothes for business wear.

Prepare a budget for clothes, shoes, and hose.

Mental Health Relationships and Communications

Objectives:

Identify and describe at least three ways in which emotions affect individual's behavior patterns, body changes, and interpersonal relationships.

List four basic physical and psychological needs of people.

Describe two methods by which emotional problems can be handled best.

Classroom Activities and Procedures

Ask students to bring newspaper articles that deal with individual or group emotional reactions. Ask students to identify how these situations might apply to the working environment.

Use small group "buzz" sessions on how emotions affect work habits and relationships.

Role-play the different ways people handle emotions. For example, try working off anger using negative approaches. Then try working through the problem and using a positive step to handle the situation.

Have a trouble bag. Ask students to contrib-

ute problems that have been worrying them. (Statements should not be signed.) Pull several of these statements from the bag and ask students to use problem solving techniques to cope with the situation. Example: identify the problem, understand the problem, explore ways the problem can be solved, select the best plan, develop the conclusion, and accept the decision.

Summarize the film, "Emotional Maturity." Follow with class discussion on "What is hygiene."

Relationships and Communications

1. Objective: To develop communicative skills necessary to establish effective relationships
2. Classroom Activities and Procedures:

   Illustrate the different gestures which are used by persons in communications. Ask the students to identify the words that these gestures suggest in the receiver's mind. Use a recorder and play back a speech made by an unidentified person. Ask the students to write a description of the speaker. Following this, introduce the speaker to demonstrate how a verbal image is created by tone voice.

   Invite a teacher of the deaf to speak on the use of gestures and their meanings.

   Invite a representative of the telephone company to speak on telephone manners.

   Role-play ways in which verbal messages are misinterpreted. Describe different ways people listen.

   Ask student to role-play indicating manner of conduct as a communication medium.

   1. Use a conversation between two persons in which a third person monopolizes the conversation.
   2. Turn or walk away from a person who is speaking.
   3. Shrug shoulders following a conversation with another individual.

   Ask the class to discuss each situation and to:

   1. Identify what the conduct of each individual communicated.
   2. What effect persons who used this manner of conduct had on the receiver's feelings.
   3. How the relationships were affected.

   Ask students to bring to class pictures of different facial expressions and tell what these pictures communicate.

Distributive Education

Employment Opportunities and Careers in Local Community

1. Objectives:

   To help the student identify and familiarize himself with occupational opportunities in retail, wholesale, and service businesses.

   To increase the student's knowledge and understanding of the "market" and of those distributive businesses operating in it.

   To acquaint the student with career opportunities in the field of distribution in the local community and to guide the student in identifying or reinforcing his career objectives.
2. Classroom Activities and Procedures:

   Identify and classify community enterprises into retail, wholesale, and service occupations.

   1. Telephone directory
   2. City directory
   3. Standard

   Organize an employer-student panel discussion on the range of employment opportunities.

   Practice interview techniques.

   1. Student with student
   2. Student with businessmen

Self-Development

1. Objectives:

   Develop an awareness of skills, knowledge, attitudes, and personal qualities necessary to become a more employable person in the world of business.

   Acquire skills and techniques in conducting individual research. Make a self-evaluation of skills, knowledge, attitudes, and personal qualities. Determine strengths and weaknesses one needs to be successful in personal life or in the world of business.

   Develop and activate a plan to correct deficiencies revealed in self-evaluation.
2. Classroom Activities and Procedures

   Set up an individual project to develop the student to his highest potential. For example, provide student with Self-Analysis Test, or Self-Inventory* and Pass-out Sheets*:

   How to Get Along with People
   Personality Inventory
   What Price Personality
   How Do You Rate

   (**These are found in Texas Course Study.* For address, see bibliography.)

   Develop "Able Man Theory" through class discussions. (*Texas Course Study*)

Production Information—Approximately three weeks time.

1. Objectives:

   Identify the most common selling points and the major features of a variety of products.

   Prepare students to select product information which relates to customer needs.

Develop an *awareness* of being able to locate product information.

2. Classroom Activities and Procedures
   Develop a list of selling points and/or features for *Textiles* and *Non-Textiles*.
   Have students familiarize themselves with:
   1. Mail-order catalogues
   2. Manufacturer's specification sheets
   3. Merchandise information; rating sheets
   4. Merchandise newspapers and trade journals
   5. Tags from items, particularly soft goods, appliances, etc.

   Ask each student to develop a list of selling points for a selected item of merchandise.
   Have each student develop a list of general sources for product knowledge. Each student should substantiate his sources and defend their adequacy.

Sales and Mathematic Practices

1. Objectives:
   Improve skills in computation and accuracy.
   Increase competencies in addition, subtraction, and multiplication of whole numbers.
   Develop in students change-making, cashiering techniques.
   Develop in students the ability to write a sales check.
   Develop an *awareness* of appropriate ways to approach customers.
   Develop the ability to recognize the difference in customer objectives and customer excuses.
2. Classroom Activities and Procedures
   Review any basic arithmetic test for arithmetic proficiency.
   Practice in making change. This may include the training of students as cashiers, allowing one student to act as cashier and another as a customer. Steps of the cashiering technique and counting change may be included.
   Practice completing all kinds of sales checks as well as credit invoices used in service stations or department stores for credit card sales.
   Sales demonstrations by professional sales people, not to be limited to retail, "over-the-counter" selling, but to include all types of selling situations at various levels of the profession.
   Role-playing activities.

Stockkeeping

1. Objectives:
   Develop an appreciation for order and neatness in keeping stock.
   Provide the students with methods for stockkeeping.
2. Classroom Activities and Procedures:
   Field trip to nearby supermarket. Class divided into small groups according to these items: grocery, meat, produce, dairy, frozen food, health, and beauty. Chairman of each group to interview department manager to secure information relative to selected reading to be done before actual trip. This may be correlated with classroom and library reference materials.
   Oral reports from members of each group followed by general discussion.
   A project for receiving, inventory, and arranging of stock to be done with dummy merchandising. (Students may provide dummy items from home.)

Gift Wrapping

Gift wrapping in this curriculum is not to be taken as the artistic, creative type, but rather as a neat, quickly done package with minimum decorations.

1. Objectives:
   Develop an interest in pursuing a job in gift wrapping.
   Develop proper methods in gift and commercial wrapping.
   Inspire students to acquire speed and agility and to create attractive effects.
2. Classroom Activities and Procedures
   Demonstrate proper methods of basic packaging.
   Demonstrate simple techniques for gift wrapping.
   Practice basic packaging and gift wrapping.
   Study manufacturers' literature: Hallmark, Tie Tie, Gibson, Norcross, American Greeting, etc.
   Make informal visits to gift wrapping departments in local stores.
   Have "Open House" to display best effort of each student.

Job Interview

1. Objectives:
   Learn job opportunities in the trade area.
   Learn basic qualifications for employment.
   Create an awareness of employment opportunities.
   Learn how to prepare a personal data sheet.
   Improve student's ability to express himself in a "stress" situation.
   Learn how to fill out an application.
   Learn the basic techniques of a personal interview.
2. Classroom Activities
   Discuss employment opportunities in local area.
   Investigate classified ads in local newspapers.
   Have official from employment office talk

to students.
Hold class discussion on good grooming and qualifications for employment.
Have students prepare posters.
Have students select a business and write a report, including description of merchandise carried, store appearance, layout, policies, and/or history.
Have students prepare personal data sheets using guidelines in Business English texts.
Have students deliver a three-minute speech including information on background and experience and qualities for employment.
Have students experience a practice interview complete with receptionist.

Bibliography of Instructional Materials

Health Occupations

Personal Health

Books

Johns, Edward B. *Health for Effective Living, 3rd Edition.* New York: McGraw-Hill Book Co., Inc., 1962.

Schifferes, Justus. *Healthier Living, 2nd Edition.* New York: John Wiley & Sons, Inc., 1965.

Turner, C. E. *Personal and Community Health, 12th Edition.* St. Louis: C. V. Mosley, 1963.

Teaching Aids

Calorie Charts
Exercise Charts

Films

"Exercise and Health," 1 reel (11 min.), Coronet
"Eat Well—Grow Well," 1 reel (11 min.), Coronet
"Dental Health: How and Why," 1 reel (11 min.), Coronet

Appearance and Grooming

Whitcomb, Helen, *et al. Charm.* New York: Gregg Division, McGraw-Hill Book Co., Inc., 1964.

Teaching Aids

Posture Charts

Films

"Posture and Exercise," 1 reel (11 min.) E. B. F.
"How to be Well Groomed," 1 reel (11 min.), Coronet

Relationships and Communications

Books

Berelson, Bernard, *et al. Reader in Public Opinion and Communication, 2nd Edition.* New York: The Free Press, 1966.

Crow, Lester D., *et al. Human Relations in Practical Nursing.* New York: Macmillan, 1964.

Lindgren, Henry Clay. *Psychology of Personal and Social Adjustment.* New York: American Book Co., 1953.

Logan, Harlan, *et al. Are You Misunderstood?* New York: Wilfred Funk, Inc., 1965.

Suggested Pamphlets and Publications

Cook, Dann E. "Communication, The Key to Proper Supervision." *The Executive Housekeeper,* December, 1964.

Hall, Edith Dee. "Watch Those Voice and Speech Habits." *Hospital Management,* March, 1964.

Letaurneau, Charles U. "Prompt Response is Essential to Good Relations." *Hospital Management,* February, 1967.

Wester, William. "Ten Commandments for Meaningful Communications." *Hospital Progress,* April, 1968.

From Science Research Associates, Inc. at 65 cents each:
"Guide to Good Leadership" (5-562)
"Getting Along with Others" (5-158)
"Your Personality and Your Job" (5-1178)
"How to Increase Your Self-Confidence" (5-833)

Films

"Understanding Others," McGraw-Hill
"Why do People Misunderstand Each Other"
"Say What You Mean," McGraw-Hill
"Improve Your Personality," Coronet
"Facing Reality," McGraw-Hill

Distributive Education

Advanced Selling (one of 1) manuals that make up the second year distributive education secondary school curriculum in Texas), The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.

Beaumont, John, and Langan, Kathleen. *Your Job in Distribution.* New York: McGraw-Hill Book Co., Inc., 1968.

Chapman, Elwood N. *Your Attitude Is Showing.* Chicago: Science Research Associates, Inc., 1966.

Haas, Kenneth B., and Perry, Enos C. *Sales Horizons, 3rd Edition.* Englewood Cliffs, N. J.: Prentice-Hall Publishing Company, 1968.

MacGibbon, Elizabeth G. *Fitting Yourself for Business, 4th Edition.* Dallas: Gregg Division, McGraw-Hill Book Co., Inc., 1961.

Newton, Roy, and H. Green. *How to Improve Your Personality, 3rd Edition.* Dallas: Gregg Division, McGraw-Hill Book Co., Inc., 1963.

Personal Qualities for Success in Distribution. Distributive Education Department, Division of Extension, University of Texas, Austin, Texas.

Projects for Use with Preparatory or Pre-employment Distributive Education Curriculums. Distributive Education Instruction Materials Laboratory, Division of Extension, The University of Texas at Austin, Austin, Texas.

Reich, Friedman, and Levy. *Basic Retailing.* New York: Pitman Publishing Corporation, 1970.

Sferra, Adam, *et al. Personality and Human Relations, 2nd Edition.* Dallas: Gregg Division, McGraw-Hill Book Co., Inc., 1961.

Texas Course Outline (High School Series). The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas.

Vocational Education and Occupations. U. S. Department of Health, Education and Welfare, U. S. O. E.

Wingate and Nolan. *Fundamentals of Selling, 9th Edition.* Cincinnati: South-Western Publishing Co., Inc.

York, Cambridge Book Company, 1960.

HOME ECONOMICS–GAINFUL

Introduction

In developing a four-year sequence to prepare the dropout-prone student for gainful employment in jobs related to home economics, the program must be relevant and provide for active student involvement. During the ninth grade, it is suggested that an activity-centered approach be employed, utilizing current prevocational curriculum materials. Tenth grade curriculum suggestions are included for developing semester courses in laboratory activities focused on developing skills for gainful employment. Since research studies indicate work-study programs are successful in motivating students to stay in school, it is recommended that a cooperative home economics program be implemented at the eleventh and twelfth grade levels.

Objectives

1. To provide class work and realistic training particularly directed toward potential dropouts.
2. To use competent and sympathetic teachers who have a genuine interest in motivating students with special needs.
3. To encourage a cooperative working relationship among guidance counselors and other teachers so that the total program may contribute to identifying student needs.
4. To help students develop good work habits, professional attitudes, and employer-employee relationships.
5. To develop a definite understanding of responsibility and dependability in relation to work and other people.
6. To develop skills and job competencies related to home economics.

Inservice Education

A realistic inservice education program designed for gainful home economics teachers who are working with dropout-prone students will be focused around the following objectives:

1. To identify characteristics of the potential dropout.
2. To recognize ways to change the teaching-learning situation so that the instructional program can be individualized, relevant, and enjoyable.
3. To help teachers develop "know how" in motivating and involving students in interesting learning activities.
4. To assist teachers in adapting and evaluating available curriculum materials for use with dropout-prone students.
5. To develop individualized instructional materials so that the content is interesting and within the capability of the students.

Facilities and Equipment

The curriculum for this program is designed so that the regular home economics laboratory may be adapted for use.

Outline of Topics for Subject

Ninth Grade

The primary purpose of the program at this grade level is to help the student explore job opportunities using home economics skills. This program is designed for one class period daily. A realistic concept of work should be introduced. Through identifying a positive self-concept in relation to job success, students should be aided in making realistic educational and vocational plans. The following prevocational curriculum materials should be emphasized in a student-centered, activity-oriented program:

The World of Work
Food Services
Child Care Services
Clothing Services

Tenth Grade

The courses should be scheduled for *two periods daily*, using the attached curriculum suggestions. The purpose of the curriculum designed for this grade level is to involve students in laboratory activities focused on developing realistic job competencies for gainful employment. Each individual's style of learning should be considered with emphasis on self-instructional techniques. Continuous evaluation should be carried out to identify each student's capabilities in relation to types of jobs available and student progress. Based on local job opportunities, *skill* development courses may be offered in the following areas:

Child Care
Food Services
Clothing Services

Eleventh and Twelfth Grades

Most dropout-prone students are overaged and research studies indicate that work-study programs are successful in motivating students to stay in school. A cooperative home economics program should be initiated at this grade level. Each student's capabilities should be assessed in relation to types of jobs available. *Two hours of school time should be scheduled daily for student participation on a part-time job with pay.* In addition, the student should take subjects required for graduation, plus one period of classroom instruction related to his part-time job. Adequate time should be scheduled for the teacher to supervise and coordinate the work experiences of each student enrolled.

For concepts, behavioral objectives, learning activities, and references, see *Cooperative Home Ec-*

onomics, Part I, Part II, Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas.

Classroom Activities and Procedures

The *learning activities, procedures, equipment,* and *instructional materials* listed in the present prevocational guides can be adapted for use.

Child Care

The Child Care Aide: Member of the Team

1. Performance Objectives:
   Explain the purposes of the child care center.
   List basic needs of children.
   Analyze the child care center for certain characteristics.
   (1) Physical facilities.
   (2) Program.
   (3) Staff.
   Evaluate personal qualities in relation to an established criteria for child care aides.
2. Learning Activities:
   Show films: "Teacher Aide," Modern Talking Pictures, New York, and "Little World," S. C. Department of Mental Health.
   Brainstorm purposes of child care services.
   Identify types of child care services available in local community.
   Have students prepare posters illustrating the basic needs of children.
   Role-play program activities in a day care center to meet these basic needs.
   Utilize observational experience to analyze use of physical environment in carrying out a program to meet basic needs of children.
   Use films: "Children of Change," "Kindergarten," and "Long Time to Grow," Part I, Part II, S. C. Department of Mental Health.
   Use checklist—"What Kind of a Child Care Aide Am I?"—to evaluate student's strengths and weaknesses.
3. References:
   Hefferman, Helen and Todd, Vivian E. *The Years Before School.* New York: MacMillan Company, 1964.

Understanding Children Under Six

1. Behavioral Objective: To identify basic principles of child growth and development.
2. Learning Activities
   Explain what is meant by a basic principle of child growth and development.
   As an interesting approach, give fictitious descriptions of children in a typical child care center, using some of the basic principles of child growth and development.
   Show films: "He Acts His Age," S. C. Department of Mental Health; "World of Three," S. C. Department of Mental Health; and "Principles of Development," University of South Carolina, College of General Studies.
   Prepare posters to illustrate how characteristics of an environment promote growth.
   Observe three children of the same age; chart similarities and differences in the development of the children. Discuss the sequence of development as being more important than the age at which the development occurs.
   List various characteristics which make each child a unique individual.
3. References:
   Baker, Katherine and Fane, Xenia F. *Understanding and Guiding Young Children, 2nd ed.* Englewood Cliffs, N. J.: Prentice Hall, Inc., 1970.

Planning a Daily Program

1. Behavioral Objective: To outline the daily schedule of activities for child care center.
2. Learning Activities:
   Use films: "It's a Small World," Tournament of Roses Association, Pasadena, California; "Setting Up a Room," State Department of Education Audiovisual Library; and "Organizing Free Play," University of South Carolina.
   Brainstorm characteristics of a good program and develop into a checklist.
   Identify the difference between:
   (1) Program activities.
   (2) Learning environment.
   (3) Schedule.
   (4) Routines.
   Arrange a field trip for students to observe program activities in a typical day care center.
   Invite a resource person in early childhood education to discuss characteristics of a good program.
3. References:
   Green, M. M. and Woods, E. L. *A Nursery School Handbook for Teachers and Parents,* Sierra Madre, California: Sierra Madre Community Nursery Schools Association, 1965.

Play and Learning

1. Behavioral Objectives
   Explain how children learn and develop through play.
   Describe the importance of stories, music, and finger plays in child's development.
   Choose games, play materials, and equipment that are suitable for meeting the needs of children.

2. Learning Activities
   Prepare bulletin board illustrating the values of play to the development of the child.
   Identify learnings derived through play.
   Prepare posters on various types of play.
   Use case studies of children at play, identifying situations that contribute to learning.
   Discuss typical behavioral problems that can arise out of play.
   Practice techniques for stories, art, music, science, and other learning activities for preschool children.
   Use film: "Children's Play."
3. References:
   Todd, Vivian E. and Hefferman, Helen. *The Years Before School.* New York: Macmillan Company, 1964.

Guiding Behavior of Young Children

1. Behavioral Objectives
   Acquire ways of guiding the behavior of children.
   Develop suitable procedures to follow prior to mealtime.
2. Learning Activities
   Prepare a list of positive techniques to use in approaching children.
   Use films: "Fears of Children" and "The Aggressive Child."
   Prepare bulletin board on behavioral problems of children.
   Use hand puppet to dramatize behavioral problems.
   Complete open statements that will reflect feelings about particular kinds of behavioral problems.
   Assign observation reports to individual students illustrating ways that children's behavior may be handled.
   Brainstorm reasons for setting limits.
3. References:
   Read, Katherine H. *The Nursery School, A Human Relationship Laboratory, 4th Edition.* Philadelphia: W. B. Saunders Company, 1966.

Food Service

Public Relations

1. Behavioral Objective: Student will identify the food service employee's role in public relations.
2. Learning Activities
   Through group work, have students brainstorm answers to the following question: "If we perform our functions as public relations agents, what do we need to know?"
   Role-play various kinds of customers and their treatment.
   Show film: "Courtesy: Food Service is People Service," State Department of Education Audiovisual Aids Library.
3. References
   Harris, Ellen A., *Professional Restaurant Service,* Hightstown, N. J.: McGraw-Hill Book Company, 1966.

Customer Satisfaction

1. Behavioral Objective: To identify ways of satisfying the customer.
2. Learning Activities
   Utilizing *poor* service techniques, role-play employment situations that contribute to customer dissatisfaction.
   Show transparencies that demonstrate portion control as a means of satisfying the customer.
   Show film: "The Nice Guest," Holiday Inns of America, Visual Aids Department, Memphis, Tennessee.
3. References
   Harris, Ellen A. *Professional Restaurant Service,* Hightstown, N. J.: McGraw-Hill Book Compan, 1966.

Sanitation and Safety

1. Behavioral Objectives
   Observe dishwashing techniques used in three local food service establishments.
   Identify practices to follow in providing sanitary food service.
   Evaluate personal practices in relation to sanitary procedures.
   Identify ways disease may be spread through careless handling of food and equipment.
2. Learning Activities
   Have students observe dishwashing techniques in school cafeteria or drug store.
   Show filmstrips: "Protecting the Public" and "Freeloaders," National Restaurant Association, Educational Materials Center, Chicago.
   With "finger painted" fingers, have a student demonstrate the normal routine of table setting with marks to indicate how germs spread.
   Practice appropriate procedures for washing hands, handling glasses, handling silverware, and handling ice, rolls, and doughnuts.
   Have trainees demonstrate proper wrapping and covering of food for storage.
3. References:
   U. S. Department of Health, Education & Welfare. "Food Service Industry." Washington, D. C.: U. S. Printing Office.

Commercial Kitchen Equipment

1. Behavioral Objective: To identify commercial equipment used in different types of eat-

ing establishments and procedures for using such equipment.

2. Learning Activities:
   Develop checklist to be used on field trips for students to list pieces of equipment utilized in fast food operations, cafeterias, and chain restaurants.
   Using Texas Curriculum Materials for the *Food Service Employee,* have students report on most frequently used commercial equipment.
3. References:
   Texas Food Service Curriculum Materials. Home Economics Education, Texas Education Agency, Austin, Texas.

Fundamentals of Bus Service

1. Behavioral Objective: To describe the tasks involved in bus service and its functions in the food service industry.
2. Learning Activities:
   Show film: "Mr. Busboy," State Department of Education, Audiovisual Aids Library.
   Discuss "What is Bus Service?"
3. References:
   Employee Handbook and Operations Manual, Havens Dee and Teen.

Table Service Techniques

1. Behavioral Objectives
   Recognize various types of table service used in the food service industry.
   Describe procedure for writing orders.
   Recognize procedures for serving food to customers.
   Fill out checks accurately and quickly. Describe the procedure for presenting checks to customers.
2. Learning Activities
   Role-play waitress sales psychology.
   Show film: "The Smart Waitress," National Restaurant Association, Educational Materials Center.
   Brainstorm on techniques that add to making a meal more pleasant.
   Invite a resource person from a local restaurant to discuss house rules in serving food.
   Arrange class field trip to a local restaurant to order from the menu and observe waitress techniques in serving food.
   Demonstrate and practice taking the order, serving the customer, and presenting the check.
   Show film: "Taking the Order," State Department of Education, Audio-Visual Aids Library.
3. References:
   "Cinda Speaks Out About Your Career as a Sales Hostess," Michigan Restaurant Association.
   Dietz, Susan M. *The Correct Waitress.* New York: Ahrens Publishing Company.
   Lefler, Jane. *The Waiter and His Public.* New York: Ahrens Publishing Company.

Salad Girl

1. Behavioral Objective: To apply the procedures of operation essential for a salad girl in the food service industry.
2. Learning Activities
   Discuss the different roles of salads on a chain restaurant menu, such as Howard Johnson's.
   Share findings with class of an interview with a salad girl as to her job responsibilities, training, methods, and equipment.
   Show film: "A Cool Head of Salads," National Educational Media, Hollywood, California.
   Visit a local cafeteria to observe salad-making procedures on a quantity basis for best use of time, energy, and equipment.
   Have class members use procedure sheets and work individually in preparing the following salads:
   (1) Cole slaw
   (2) Gelatin salads
   (3) Protein salad (tuna)
   (4) Fruit salad
   Evaluate in terms of:
   (1) Suitability for serving in commercial establishment.
   Cost of one serving (to include additional cost)
   Schedule demonstration and practice sessions on preparing varied salad garnishes.
   Set up laboratory activity as tearoom service, inviting 12 guests. Prepare three choices of luncheon salad plates to be served.
   As a group activity, plan, prepare, and serve a buffet luncheon with an assortment of salads and salad dressings.
3. References:
   Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias.* Chicago: American Technical Society.
   Fowler, Sina Faye, *et al. Food for Fifty, 4th ed.* New York: John Wiley & Sons, 1971.

Sandwich Girl

1. Behavioral Objective: To apply the procedures of operation for a sandwich girl in the food service industry.
2. Learning Activities
   Collect restaurant menus and discuss examples of sandwiches that are served in different types of food service operations.
   Have the class make out a list of responsibilities that might be involved in a job as a sandwich girl.
   Arrange a field trip to a short order estab-

lishment to observe techniques in quantity preparation.

Use films: "The Hamburger Sandwich" and "Fast Sandwich Making," State Department of Education, Audio-Visual Aids Library.

Provide for laboratory activity. Have groups of four prepare 12 ham salad sandwiches. Place emphasis on motion techniques for spreading, filling, and wrapping takeout orders.

Arrange laboratory activity on toasting and grilling cheese sandwiches. Evaluate difference in preparation and serving for large and small groups.

Invite 12 guests. Set up lab activity as lunch counter service, providing three choices of sandwich plates from which to order.

Hold a special demonstration on preparing fancy or party sandwiches.

3. References:

Quantity Sandwich Preparation

Fowler, Sina Faye, *et al. Food for Fifty, 4th ed.* New York: John Wiley & Sons, 1971.

Fults, Anna Coral. *Workshop Bulletin for Wage Earning Food Service Teachers.* U. S. Office of Education Grant, Washington, D. C.: U. S. Department of Health, Education and Welfare, 1965.

Lunch Counter Worker

1. Behavioral Objective: To have students develop the necessary job competencies of a lunch counter worker in a fast food operation.
2. Learning Activities

Take a field trip to several lunch counter operations to observe the setup and service procedures.

Study lunch counter menus and develop a set of characteristics describing them.

Show film: "The Pause that Pays," Fountain Sales Department, Coca Cola, U. S. A., Division of Coca Cola, Charlotte, N. C.

Study illustrations of a variety of ice cream dishes served at lunch counters.

Divide class into groups and rotate the preparation and sampling of several ice cream dishes.

Have students make individual observations on types of beverages served at lunch counters and on procedures and equipment used in serving coffee and tea.

As a class project, have class members plan and prepare a lunch counter operation and serve lunch using all the correct techniques.

3. References:

Training Food Service Personnel. Milwaukee, Wisconsin: State of Wisconsin, 1962.

Clothing Service

The Customer and His Merchandise

1. Behavioral Objective: To have students learn to identify job competencies needed to please the customer.

Learning Activities

Invite a new employee to discuss his reaction to being a part of the apparel industry.

Present case studies which illustrate situations of a dissatisfied customer.

Take a field trip to one or more alteration facilities to observe the organization of the business and work areas. Observe also how work is scheduled, and how the equipment is used.

Divide class into small groups and have each group interview a manager of some type of alteration facility to determine the kinds of financial records that are needed.

Present case studies involving garments needing alteration, including such items as time and supplies required to complete the job. Have trainees figure cost of alteration and fill out customer's bill.

3. References:

McDermott, Irene and Norris, Jeanne L. *Opportunities in Clothing.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1968.

Styles, Fabrics, and Pressing

1. Behavioral Objectives

Recognize the special features of fabrics which influence construction and pressing techniques.

Select appropriate pressing equipment for designated tasks and use satisfactorily.

2. Learning Activities

Prepare bulletin board portraying current fabrics and styles.

Discuss the advantages and disadvantages of various fabric finishes. Use samples of garments to show construction or alteration techniques needed for each specific fabric finish.

Demonstrate the use and care of hand and pressing equipment. Discuss the differences in the methods used for pressing various fabrics, garments, and garment parts.

3. References:

Sturm, Mary and Grieser, Edwin H., *Guide to Modern Clothing.* Hightstown, N. J.: McGraw-Hill Book Company, 1962.

Construction Techniques

1. Behavioral Objective: To identify and perform basic construction competencies.
2. Learning Activities

Display mock-ups of various types of construction techniques.

Have trainees improve their sewing skills by constructing garments for their own use, constructing garments for class use, or making parts of a garment to gain necessary construction skills.

Plan a field trip to compare the construction techniques used on clothing of different qualities. Discuss factors that determine the techniques used for garment construction.

3. References:

Vanderhoff, Margil. *Clothes: Part of Your World.* Atlanta: Ginn and Company, 1968.

Alteration Techniques

1. Behavioral Objective: To identify and perform basic alteration competencies.
2. Learning Activities

Display on dressmaker's dummies a well-fitting garment and a garment of the same style in need of alteration. Conduct a circular response on the desirability of correct fit and ways to alter the poorly fitted garment. Distribute criteria for fitting women's clothes and have trainees evaluate the fit of garments worn by selected class members. Conduct a discussion on the factors to be considered before making alterations.

Show trainees the importance of retaining the grain line of various garment sections by using striped or plaid clothing on dressmaker's dummies.

Invite an alteration specialist to demonstrate basic alteration techniques.

Have committee make a survey of the types of alterations most often made on men's clothing.

Have each trainee bring to class a pair of discarded men's trousers for practice in replacing one pocket.

Have trainees make a reference notebook of procedures commonly used in alterations.

Role-play a series of "customer-fitter" situations which show interaction between customer and fitter. Have class note and discuss good and poor techniques used by fitter.

3. References:

Johnson, Mary. *Mary Johnson's Guide to Altering and Restyling Ready-made Clothes.* New York: Dutton, EP Company, 1964.

OFFICE OCCUPATIONS

Introduction

In developing a model curriculum for dropout-prone students in grades 9-11 prevocational education materials are recommended for the ninth grade. This material is activity-centered and provides orientation in six vocational areas, including the world of work. It will expose a dropout-prone student to many vocational offerings available to him if he remains in school.

Specific topics, techniques, and activities follow for grades ten and eleven.

Objectives

1. The main objective of this curriculum material is to keep dropout-prone students in school until graduation and prepare them for a job.
2. The teacher will identify dropout-prone students in current vocational classes and work with these students to help them achieve success so that they will remain in school.
3. Dropout-prone students will engage in interesting activities which are student-centered and individualized.
4. Teachers of dropout-prone students will learn ways of helping students develop a positive self-concept.
5. Students will develop skills for job success through cooperative team teaching efforts by academic as well as vocational teachers.

Inservice Education

Teachers who will be working with dropout-prone students should attend inservice training programs to become acquainted with the characteristics and needs of these students and develop empathy for them. Inservice training may be in the form of workshops, orientation sessions by state personnel, or ETV programs.

Physical Facilities and Equipment

A general classroom should be available in which the teacher and dropout-prone students may hold discussions, conduct projects, and display articles relating to the various student activities. A typewriting room and an office machines room *must* be available for use.

The following classroom equipment should be available:

1. 1 typewriter per student
2. 1 demonstration stand (adjustable)
3. 1 four-drawer file cabinet
4. 1 keyboard chart (either book, wall, or overhead)
5. 1 timer
6. Transcribing units

7. Adding machines—several ten-key machines, at least one full bank
8. Calculator—either printing, rotary, or electronic
9. Access to spirit duplicator, ink duplicator, and copy machines
10. Consumable supplies such as paper, typewriter erasers, masters, bulletin board materials, and various office forms. Many of these supplies can be obtained from local businesses, students, and schools.

Outline of Topics for Subject

1. Introduction to Business and the World of Work
2. Money and Banking
3. Credit Buying and its Uses
4. Insurance
5. Communications
6. Career Orientation
7. The Business of Government
8. Office Procedures
9. Interview Techniques
10. Grooming for Office Work

Instructional Techniques

Teaching techniques should be varied, student-centered, and consist of many activities in which the student can achieve success.

Classroom Activities and Procedures

Curriculum for Grade Ten

Additional units from Pre-vocational Education to which the student has not been exposed should be included in the curriculum. Introduction to Business should be taught to students who have shown an interest in a career relating to Office Occupations.

The following activities are recommended for use in conjunction with the Introduction to Business course:

1. Study New York Stock Exchange, American Stock Exchange, and Over the Counter Exchange. Have each student select a stock, keep up with it for a week, and give an oral report for that week.
2. Improvise role playing situations dealing with selling and buying. This would be a good activity for students interested in Distributive Education.
3. Set up flow-chart on products from raw materials to finished product.
4. List products purchased by students during the week to indicate that students are consumers.
5. Compare prices on name brand products and submit a report. Prepare a bulletin board display entitled "Comparison Shopping."
6. Obtain samples of bank deposit slips, checks and savings account forms for use in class. Name and give locations of hometown banks. Chart this on a map.
   List all services hometown banks provide.
7. Have students obtain sample credit applications. Teach installment buying by having students work a scale of purchasing on credit. Find out how businesses secure credit ratings about prospective customers. Determine how credit bureaus keep up-to-date files on customers. Make a bulletin board of different credit forms. List items previously considered luxuries that are now necessities. Discuss percentage and interest. Have students use calculators in learning to make computations.
8. Report on liability insurance laws in South Carolina. List kinds of coverage you would need if you:
   1. Drive a car
   2. Own a home
   3. Lease or own rental property
   4. Need health and illness insurance
   5. Own a boat
9. Ask each student to budget his money for a month. Have students discuss family budgeting.
10. Communications
    Use the teletrainer to develop proper telephone techniques.
    Observe telegraph in operation.
    Write the following types of letters and discuss the appropriate use of each:
    1. Personal
    2. Business
    3. Form

    Have students use postage scales to weigh packages for mailing and determine postage rates.
    List the various ways of shipping the following items:
    1. Perishable goods
    2. Furniture, appliances
    3. Cars
11. Travel
    Determine how many miles per gallon the family car will average.
    Display ways of traveling on bulletin board or charts.
12. Government
    Secure state and federal income tax forms and instructional guides. Have students complete income tax forms, using adding machines or calculators.
13. Career Possibilities
    Conduct interviews using role playing as a technique.

Display various job opportunities on bulletin board.

Make job file from newspapers.

Make a collage on different job opportunities in sports.

Have a special assignment for students to indicate what jobs interest them, how they learned about the jobs, what training is needed, and what salary they may expect.

Curriculum for Grade Eleven

Eleventh grade Office Occupations students are "learning for earning." In conjunction with this activity-oriented curriculum, the activities below should be carried out at an appropriate time as determined by the teacher.

Bookkeeping

(Students must have completed the Bookkeeping cycle once before attempting this activity. Set up a Simulated Office Laboratory Experience.

Example: Hermie's Snack Service is the name of the business.

Classroom furniture and equipment is rearranged to provide an office atmosphere. Branch offices of the company are set up in various communities.

Students become oriented to the firm, then:

1. Go through the typical procedure of being hired as a bookkeeper.
2. Acquaint themselves with the organizational chart.
3. Study job descriptions, duties, and responsibilities of the job most interesting to them.
4. Study the work flow and paper flow through the office.
5. Study balance sheets, verify invoices, prepare customer statements for mailing, handle requests for returns, allowances, and discounts.
6. Handle merchandise inventory control cards.
7. Maintain and report payroll information for both hourly and salaried employees.
8. Compute state and federal income taxes.
9. Write payroll and voucher checks for the company upon receipt of bank statement; reconcile the statement with the check register.
10. Submit books to an auditor.
11. Correspond among branches regarding problems relative to interpretation of policy, errors in billing, discrepancies in inventories, and other typical business problems.
12. Prepare and discuss financial statements at the end of the accounting period.
13. Make recommendations for improving the experiences by studying strengths and weaknesses of the project.

Business Math

1. Practice computations, using adding machines and calculators when possible.
2. Have students prepare sales slips and total charge sales and cash sales at the end of the day. Have two sales representatives make presentations. Follow up their presentations with student evaluations.
3. Establish a fictitious business income; then figure FICA and Federal Withholding Tax for one quarter (include both State and Federal Unemployment Taxes on payroll where applicable).
4. Simulate borrowing money (use business machines)

   Borrow on a note; compute the interest.

   Borrow from a commercial bank; compute the bank discount (rate of interest or discount rate).

   Borrow on collateral; discuss types of collateral.

   Borrow from a credit union or a loan company; compute the interest.

   Borrow on the installment plan; compute rate of interest on loans repaid by installments.

Typing I and II

1. Decorate bulletin board as a football field, baseball field, "trip to the moon," "auto races," or Christmas tree, depending on the season, to display typing speeds of students.
2. Type to music.
3. Type personal data sheets and job applications.
4. Draw pictures with the typewriter for different seasons or occasions.
5. Make stencils to be used by teachers, principal, etc.

Shorthand

1. Use overhead projector.
2. Use various dictation methods and equipment.
3. Write a theme in shorthand. Have other students read it.
4. Use progress charts.

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Periodicals

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Today's Secretary. New York: Gregg Division, McGraw-Hill Book Co., Inc., 1970.

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"So You Want to be a Secretary" (9-1/2 min.)

"Secretarial Work as a Career" (7-1/2 min.)

"Clerical Work as a Career" (8 min.)

"The Administrative Assistant" (7 min.)

"Office Education Series II" (4 strips and 2 records)

"Preparing for an Interview" (9 min.)

"Do's and Don'ts During an Interview" (7-1/2) min.)

CONSUMER AND HOMEMAKING EDUCATION

Introduction

Present courses and curriculum materials have a high degree of student involvement and meet the needs of many dropout-prone high school students. For these students, a comprehensive course in Consumer and Homemaking Education and specialized semester courses are suggested. The "Guide for Consumer and Home Economics Education", which has been distributed to all home economics departments in the state, is recommended as a teaching reference to supplement the curriculum materials below.

Physical Facilities and Equipment

Publications of suggested equipment are available from the Office of Consumer and Homemaking Education and a district consultant is available to assist in determining equipment needs of a program.

Two-Semester Course

Child Care and Development (4 weeks)

Topics:

1. Study of Self
2. Developmental Processes and Patterns
3. Educational Materials and Children's Play
4. Behavioral Problems
5. Physical Needs
6. Baby-sitting

Objectives:

1. To relate the study of younger children to understanding oneself.
2. To recognize that the behavior of children is a developmental process which follows expected patterns.
3. To select and use music, books, television programs, games and play materials appropriate for children of different ages.
4. To recognize behavioral problems in children and demonstrate some competence in coping with problems.
5. To recognize the physical needs of a child and demonstrate some ability in caring for him.
6. To identity expectations of a baby-sitter

Classroom Activities and Procedures:

1. Display childhood pictures of students when they were between the ages of one and six years. Discuss "Who is who?", "What physical changes have taken place?", "What behavioral changes have taken place?"
   View and discuss films, *The Terrible Two's and Trusting Three's* and *The Frustrating Four's and the Fascinating Five's.*
   Visit a nursery school and report on activities observed.
2. List examples which show how toddlers imitate.
   Role-play a scene in which a child wants to do something for himself, but an older person insists on doing it for him.
   Discuss what love is and suggest ways of expressing love toward family and friends.
   Tell stories showing the meaning of real love.
3. Review case studies showing why work and play are essential parts of a child's life.
   View and discuss films, "Children's Play" and "Play is the Business of Children."
   List behaviors to identify when observing a child at play.
   Observe a television program, library story hour, or kindergarten teacher for a demonstration of effective story-telling. Discuss the techniques used
   Display books suitable for children of various ages and experiences. Ask librarian to explain what factors determine the age level for which a book is suitable.
   Exhibit and discuss play materials suitable for children of various ages.
   Observe and report children's reactions to various types of toys.
   Demonstrate various forms of music important in the development of a child.
   Listen to records for children and discuss how they can contribute to the mental and emotional development of the child.
4. Project transparencies of behavioral problems which might arise while baby-sitting and discuss how to handle the problems. Include stubborness, anger, temper tantrums, disobedience, and fear.
   Identify reasons for behavioral problems.
   Role-play how a baby-sitter's attitudes and reactions can help in solving behavioral problems.
   Conduct "buzz" sessions and discuss behavioral problems that occurred when students were caring for children.
   Identify methods for parents to show their love for children.
   Relate childhood experiences enjoyed and others not enjoyed.
   List some ways adult attitudes and guidance affect the child.
   Conduct a study showing formation of good habits.
   Make a list of desirable and undesirable habits of children.

5. Make a chart of children's nutritional needs.
   Assist a child to help himself when eating.
   Demonstrate the techniques which need to be considered in bathing, dressing, or feeding a baby or toddler.
   Demonstrate what a teen-ager could do to help a mother in caring for a baby or small child such as bathing, dressing, feeding.
   Identify conditions favorable to a happy bedtime.
   Review case studies of problems which may arise at bedtime. Consider ways in which cooperation may be obtained, such as stories, music, quick games or giving a child a cuddle toy before turning out the light.
6. Make a poster listing qualities of a good baby-sitter.
   Have a panel composed of parents of young children and students to discuss the following: what each expects of the other, transportation, hours of employment, privileges and restrictions.
   Role-play problems one might face when caring for children and discuss possible solutions.
   Compile a list of "do's" and "don'ts" for the conduct of the baby-sitter while on the job.
   Have committees research and report on accidents that may occur to young children and devise prevention techniques.
   Make a bulletin board or an exhibit displaying safety hazards found in the home.
   Develop safety rules for care of the child and for the baby-sitter.
   Prepare a baby-sitter's handbook.
   Make kits of the play materials suitable for use in caring for the toddler and the pre-shooler.

Clothing and Textiles (10 weeks)

Topics:

1. Sewing Equipment
2. Work Habits
3. Sewing Machine Usage
4. Torn Project Construction
5. Wardrobe Selection
6. Good Buymanship
7. Garment Construction
8. Care of Clothing
9. Clothing Career Opportunities

Objectives:

1. To select, use, and care for sewing equipment.
2. To identify and demonstrate good work habits.
3. To develop fundamental skills in threading, controlling, and stitching on the sewing machine.
4. To construct an article for self or home.
5. To demonstrate appropriate dress for various occasions.
6. To develop an interest in wardrobe planning.
7. To select a suitable pattern and fabric for a garment.
8. To construct a simple garment.
9. To demonstrate responsibility for care of clothes.
10. To recognize some career opportunities in the field of clothing and textiles.

Classroom Activities and Procedures

1. Display and discuss the following equipment: scissors, pinking shears, tape measure, pin cushion, thimble, assorted sizes of needles, seam gauge, seam ripper, dressmaking pins, thread and fabric needed for project, small box for equipment.
   Demonstrate the correct use of the iron and ironing board, and hold practice sessions.
   Make a list of safety rules for ironing to be posted near the iron. Discuss and demonstrate thermostatic setting of the iron, care in the use of a hot iron, and proper method of leaving iron after use.
   "Buzz" in groups to suggest factors which contribute to happy experiences in working together.
   Conduct student demonstrations on desirable techniques for: sitting at a machine, maintaining proper lighting, getting and putting away equipment, keeping equipment neat and orderly.
3. Demonstrate the use and care of the sewing machine.
   Discuss safety in use of the sewing machines.
   Practice stitching on paper charts.
   Demonstrate threading of machine and placement of material for stitching.
4. Construct a torn apron, "tote bag," poncho or similar project. Constructing the article gives experiences in cutting, tearing, pinning, basting, hemming, using small sewing equipment, and using sewing machines.
   Exhibit types of fabric suitable for construction projects. As guides use fabric illustrations of construction processes for each article.
   Develop a checklist for evaluating finished article.
5. Present student skit showing the effect of

clothing on the way a person feels and acts.

Prepare bulletin board of illustrations for appropriate dress, using magazine and newspaper clippings.

Secure a resource speaker on styles, fads, and fashions. Illustrate with garments supplied by students or borrowed from a clothing store.

Project transparencies to show the effect of color, line, and design in clothing. Display pictures of clothing to illustrate.

6. Compare planned versus impulsive buying. Prepare reports on the percentage of income a typical family in the community may spend on clothing per year. Discuss the girl's share and how it may be spent. Plan a skit to show how a girl's purchase may affect the family budget.
7. Demonstrate the proper way to take measurements. Work in pairs to take individual measurements.

   Study pattern books; select a pattern, either a skirt and blouse or a simple dress. Exhibit fabrics suitable to patterns chosen. Display swatches of fabrics which are firmly woven, colorfast and preshrunk.
8. Show filmstrip on use of information found on pattern envelopes and guide sheet.

   Demonstrate simple pattern alterations, straightening of fabric, and how to lay and pin pattern on fabric.

   Demonstrate cutting out a garment with sharp shears using long cutting strokes, and methods of marking fabrics.

   The following construction principles will be included in the making of the garment: staystitching, directional stitching, darts and/or tucks, facings, hemming, fastenings, zipper application.
9. Demonstrate clothing repairs which are often needed.

   Have committees report and research on the removal of common stains, fiber content, and finish of fabric.

   Demonstrate correct methods for washing sweaters, permanent press garments, and other types of garments which may require special handling.

   Hold student demonstrations on techniques.

   Construct room sketches showing desirable facilities for storing clothes.

   Arrange a display of attractive and useful closet accessories: garment bags, hat boxes, storage cartons, etc.

   Construct storage accessories, such as show bag or dress bag.
10. Display materials which show job opportunities in clothing and textiles.

    Visit a clothing store: talk with a buyer, a fashion coordinator, a bridal consultant and others.

    Secure resource speakers: a seamstress in her own home, an alterations person in a department store, a person who does repair work in a dry cleaning establishment, and others with jobs related to clothing and textiles.

Foods and Nutrition (8 weeks)

Topics:

1. Nutrition
2. Sanitation
3. Equipment
4. Recipes
5. Table Settings
6. Snacks
7. Food Dollar
8. Food Career Opportunities

Objectives:

1. To develop an understanding of the importance of good eating habits.
2. To develop standards of cleanliness necessary in the preparation and service of meals.
3. To demonstrate the ability to use and care for food laboratory equipment.
4. To develop the ability to plan and work together as members of a group.
5. To be able to set a table properly and to use good table manners.
6. To plan, prepare, and serve attractive and nutritious snacks and light meals.
7. To recognize some career opportunities in the field of foods and nutrition.

Classroom Activities and Procedures:

1. Review case studies and identify characteristics of good health.

   Study the four basic food groups using audiovisual aids: flannel boards, charts, models, or pictures.

   Illustrate nutritious snacks.

   Present filmstrip on good and poor meal choices.
2. Display and discuss supplies needed for cleaning.

   Demonstrate the cleaning of ranges, refrigerators, other large equipment, sinks, and counter tops.

   Conduct demonstrations on the correct procedure for washing dishes with special attention to diswashing order, rinsing, and drying.

   Devise evaluation to determine the cleanliness of the individual, the laboratory,

and the equipment.

3. Demonstrate the use of refrigerator, range, and other major appliances.
   Conduct laboratory for students on the identity, care, and storage of all utensils.
   Arrange chart of kitchen work centers.
   Present filmstrip: "Safety in the Kitchen."
   Role-play safe and unsafe situations in the kitchen.
4. Discuss and chart the responsibilities of a work group. Plan for rotation of duties among group members, according to the class activities planned.
   Develop a planning sheet for class use. Include: meal pattern, menu, recipes, market order, equipment to use, table setting sketch, names and duties of group members, and time work schedule.
   Interpret recipes and learn to convert amounts needed to market orders.
   Hold a spelling bee using recipe terms.
5. Practice table settings using equipment in the department. Illustrate with pictures on bulletin board.
   Role-play table manners at home, in the lunchroom, and "with the gang."
   Role-play simple family meal service.
   Construct a few attractive, simple arrangements for a table centerpiece.
6. Plan, prepare and serve some snacks. Develop criteria for judging snacks.
   View filmstrip and list reasons why breakfast is an important meal.
   Plan, prepare, and serve a light breakfast.
   Exhibit variety in flavor, texture, and color in planning and serving meals.
   Plan menus for simple luncheons, using the Basic Four Chart as a guide.
   Prepare and serve simple luncheons, emphasizing management, table setting, table service, and table manners.
   Devise criteria for evaluating preparation and service of luncheons.
7. Review case studies of good food buying practices. Use filmstrips as basis for discussion.
   Have students collect cans, packages and labels to compare as to size, contents, and other information.
   Visit a grocery store or supermarket to study displays of fresh, canned, baked, and frozen food products.
   Make a comparative study of prices of some items from different types of stores. Exhibit samples of newspaper ads and circulars. List the advantages and disadvantages of different types of food stores.
   Make a shopping list for a meal.
   Purchase the groceries for the planned meal.
   Store the food purchased and discuss storage of food for retention of nutritive values.
   Invite persons employed in food service, (such as dietitian, waitress, and short order cook) to talk with the class about job opportunities, training needed, etc.

Health and Safety (2 weeks)

Topics:

1. Physical Body Changes
2. First Aid Techniques
3. Health Career Opportunities

Objectives:

1. To recognize and understand the physical changes of the body.
2. To demonstrate skills in first aid.
3. To recognize and eliminate safety hazards in the home.
4. To learn some career opportunities in health occupations.

Classroom Activities and Procedure

1. View filmstrip on physical and emotional changes for the girl developing into a young woman.
   Discuss care of the body during menstruation. Use the film *It's Wonderful Being a Girl* and/or *Story of Menstruation*, as a basis for the discussion.
   Invite school or public health nurse to discuss body changes and constant care of the body.
2. Show and discuss the filmstrip, *First Aid Procedures.*
   Discuss, demonstrate, and practice correct procedures in caring for an injured person until the doctor arrives. Include artificial respiration, keeping the injured person calm and comfortable, information to give the doctor.
   Demonstrate and practice techniques to use in caring for such injuries as burns, bruises, cuts and scratches, splinters, broken bones, fainting, shock, heat exhaustion, poisons, bleeding.
   Make a first aid kit suitable for home and school use.
   Role-play an emergency, indicating action which needs to be taken. Make a list of names and telephone numbers of persons and services to be called in an emergency.
   Collect newspaper clippings about home accidents. Mount on bulletin board.
   Survey accidents that have occurred in the neighborhood. Discuss how these accidents could have been prevented and procedures

to follow when such accidents occur.
Identify prevalent home accidents and explore ways of prevention. Include accidents involving fires, falls, careless handling of kitchen utensils and equipment, improper handling of foods and medicines, appliances, furniture arrangements, stairways, supervision of younger children, and assistance and care of older people.
Prepare checklists for home safety standards.

4. Have the school nurse discuss career opportunities in health occupations.
Visit health establishments and contact health occupations employees. Write up job descriptions.

Housing and Home Furnishings (5 weeks)

Topics:

1. Home Surroundings
2. Housekeeping Principles
3. Furnishings and Accessories
4. Construction of Furnishings

Objectives:

1. To recognize the relationship of home surroundings to the mental and physical health of the individual and the family.
2. To develop skills in caring for the home.
3. To list factors which help to create beauty in surroundings.
4. To create objects of beauty and usefulness for the home.

Classroom Activities and Procedures

1. Have students discuss how a home can be made more attractive through cooperative efforts of each member of the family.
Construct bulletin board showing "Before and After" pictures of improvements made in home or neighborhood.
Identify the components of a satisfying living area.
2. Demonstrate and practice dusting, care of linens and bed making, vacuum cleaning, cleaning windows, cleaning and polishing furniture, sweeping, mopping, waxing.
Make a cleaning kit for the department.
3. Visit a furniture store to study furniture styles and costs.
Collect room accessories; practice arranging them.
Have a demonstration on flower arrangement, using fresh flowers, leaves, shrubbery, and evergreens.
Have students make a small flower arrangement in class.
4. Show film: "Accessories in the Girl's Room."
Compile a list of items students would like to make for their rooms.
Read articles on values of home crafts.
Construct accessories that are needed for either comfort or attractive room arrangement, such as lamp shades, bulletin boards, covered coat hangers, covered waste baskets, decoupaged pictures, or furniture refinishing.

Personal and Family Relations (7 weeks)

Topics:

1. Techniques of Grooming
2. Body Care
3. Clothing Care
4. Social Customs and Etiquette
5. Friendships
6. Family Relationships
7. Maturity
8. Money Management

Objectives:

1. To demonstrate good grooming techniques.
2. To develop the qualities of a socially acceptable person.
3. To appraise relationships with family members.
4. To demonstrate some signs of a maturing adolescent through acceptance of responsibility.
5. To identify the total family resources and the contribution of each family member.
6. To recognize and accept the need for learning about the wise use of money.

Classroom Activities and Procedure:

1. Secure a resource speaker such as a beauty queen to define good grooming.
Show and discuss film, "Through the Looking Glass for Good Grooming."
Have student reports on: bathing, deodorants, sleep and rest, proper diet, care of eyes, good posture, teeth.
Develop a good grooming chart for students to follow.
Exhibit grooming aids for teenagers.
Have committee reports or demonstrations on: brushing hair, shampooing hair, washing comb and brush, washing face, applying make-up, hand care, care of teeth.
Demonstrate the special care of clothing, such as "hang-up" tips; care of underclothing, hose and shoes; washing different fabrics; and ironing and pressing techniques.
2. Make a two-day record of polite and impolite manners of teen-agers in school. Report findings and discuss them.
Arrange a bulletin board showing the suggestions of the class as to "right" and

"wrong" behavior at home, in school, or in the community.
Make a "Teen-agers' Guide for Telephoning" to be inserted inside home telephone book for use.
Dramatize ways to answer door and telephone, and to make introductions.
Interview several outstanding students on the subject, "What Qualities does it take to be a Good Friend?" Report interview results to the class.
Have guidance counselor discuss types of friends, basic needs met through friendships, ways to make new friends, what makes a person friendly, and hobbies and interests that can help to make friends.
Assign research report on experience and conversations with older friends.
Arrange panel of boys and girls to discuss "What do boys like in girls?" and "What do girls like in boys?".
View and discuss films on dating: "Dating Do's and Don'ts," "Dating Etiquette," and "Going Steady."
Conduct "buzz" group discussions on when to start dating, how to ask for a date, what to do on a date, and good dating manners. Report group decisions.
Develop criteria for codes of behavior for teen-agers.

3. Role-play an unorganized home and a well-organized home. Compare and contrast.
Have student reports on contributions that each family member can make to family life.
Secure resource speaker (marriage counselor) to discuss causes of misunderstandings among family members and how they can be overcome.
Plan ways to express appreciation to parents for a good home.
4. Arrange a panel of teen-agers and parents to discuss "Sharing Home Responsibilities."
Role-play family situations that demonstrate cooperation.
5. List total family resources, including services that can be rendered at home.
List the resources, other than income, for each member of your family.
6. Make a display showing "Where Our Money Goes."
Relate personal experiences and report on newspaper articles that illustrate good and poor spending.
Review case studies noting how families differ in spending money.
Discuss problems which might arise when family members do not plan together for the use of their money.
List sources from which teen-agers receive their money.
Make individual lists of how each girl spends her money for a week.
Make a budget.

Semester Course

Child Development

Topics:

1. Looking toward Parenthood
2. Conception to Birth
3. Postnatal and Infant Care
4. Child from One to Six
5. Basic Needs of Children
6. Development Stages and Guiding a Child's Growth
7. Play is Children's Work
8. Safety Practices and Accident Prevention
9. Laws and Services for Child Welfare
10. Employment and Career Opportunities

Objectives:

1. Identify adjustments parents and other family members may have to make when a baby arrives in the home.
2. Identify the rights of an unborn child.
3. Itemize the cost of a baby to a family.
4. Record the family's responsibility and obligations to the child.
5. Receive information on human reproduction and the birth of a baby.
6. Demonstrate knowledge of prenatal and postnatal care.
7. Identify the responsibilities of both parents in establishing and maintaining the physical and mental health of the child.
8. Acquire knowledge of child psychology from infancy to six years of age.
9. Identify safety hazards in the home and determine ways of eliminating hazards.
10. Recognize symptoms of illness and demonstrate techniques to use in caring for a sick child.
11. Identify child welfare laws and agencies outside of the home that contribute to care protection of children.
12. Identify employment opportunities in child care and careers in child development.

Classroom Activities and Procedures:

1. Role-play changes a baby makes in the home.
2. View and discuss film, "Preface to a Life."
3. Arrange for a panel of parents, minister, lawyer, and doctor to discuss responsibilities of individuals for bringing a child into the world.

4. Assemble reliable information from friends, doctors, hospitals, stores, and others on cost of having a baby.
5. Determine from relatives the cost of meeting medical and physical needs of mother and baby from birth to one year of age.
6. Observe and discuss films, filmstrips, and charts on human reproduction.
7. Arrange to have county health or school nurse or local doctor, discuss human reproduction and planned parenthood.
8. Invite resource people to discuss and show films or slides on pregnancy, birth defects, premature babies, Rh factor, rubella, infertility, sterility, and venereal diseases.
9. View and react to a series of films:
   "Physical Care - Bathing, Feeding"
   "Life with Baby"
   "Baby's First Year"
   "Know Your Baby"
   "Children's Emotions"
   "Meeting the Emotional Needs of Children"
   "Terrible Two's and Trusting Three's"
   "Frustrating Four's and Fascinating Five's"
   "Your Children's Play"
   "Baby-Sitter"
   "Long Time to Grow" - Part I and Part II
10. Visit and observe children in child care centers, kindergartens, and church nursery classes.
11. Interview persons employed in Occupations using skills of child care.

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Dennis. *Baby-Sitter's Guide.* Henry Holt Company, 1961.

Flanagan, Geraldine L. *The First Nine Months of Life.* Simon and Schuster, 1962.

McCullough, Wava and Gauronski, Marcella. *Illustrated Handbook on Child Care.* 1954.

Semester Course

Clothing and Textiles

Topics:

1. Selection of Clothing
2. Fashion vs. Fads
3. Equipment
4. Pressing
5. Storage
6. Sewing Machine
7. Construct a Project
8. Patterns
9. Construct a Garment
10. Textiles and Fabrics
11. Clothing Dollar
12. Clothing Care
13. Clothing Occupations

Objectives:

1. To identify and select well-constructed garments.
2. To select desirable sewing equipment.
3. To iron and use other equipment correctly.
4. To complete a sewing project.
5. To coordinate fabric, pattern, and notions suitable to individual.
6. To construct a garment from a pattern and fabric.
7. To select wisely ready-made clothing.
8. To create and design individual clothing.
9. To select procedures for care of clothing.
10. To identify employment opportunities in skills related to textiles and clothing.

Classroom Activities and Procedures

1. Discuss advantages and disadvantages of constructing own clothing.
2. Display small sewing equipment.
   View and discuss filmstrip, "Sewing Equipment."
   Identify small equipment and discuss qualities.
   Develop checklist for wise buying of equipment.
   Mark and store each piece of personal equipment.
3. Demonstrate essential pressing equipment.
   Discuss care, storage, and safety of equipment.
   Demonstrate and explain threading and sewing on the machine.
   Practice on fabric using the sewing machine for correct operation and ability to start, stop, and turn corners successfully.
4. Have students construct and evaluate a sewing project.
5. Take measurements to determine size and figure type.
   Use transparencies and charts to show different figure types and observe body shapes and curves.
   Display and discuss suitable fabrics for selected patterns and explain why they should be coordinated.
   Demonstrate how to read the pattern envelope.
6. Purchase pattern, fabric, and notions.
   Demonstrate preparation of fabric and pattern for cutting.
   Study and discuss guide sheets.
   Check patterns and make alterations.
   Demonstrate correct pattern placement.
   Demonstrate correct cutting of garment.

Demonstrate correct procedures to use in each construction process; have students repeat each after demonstration.
Have students select patterns and fabrics involving more complex skills than employed in first garment.
Evaluate finished product.
Develop a daily check sheet.
Present a fashion show to exhibit garments and provide opportunity for constructive suggestions by classmates.

7. Display fabrics illustrating man-made and natural fibers.
Visit a textile plant to observe manufacturing or processing of fibers to fabric.
Identify fabrics which are woven, knitted, or felted. Identify characteristics of each and explain the effect of each on construction techniques.
Collect swatches of fabrics—terry cloth, corduroy, lace, suede, wool, etc.—and classify into groups for appropriate usage.
Display finishes used on fabrics and examine fabrics with special finishes.
8. Collect "hang tags" and study information.
Make a "hang-tag-tree" for use in displaying pertinent information. Encourage collection and use of "hang-tags" by individuals.
Demonstrate use of washing machine, dryer, detergents, bleaches, etc. for certain fabrics.
9. Visit fabric shop to study the fabrics available.
Develop a check sheet for the consumer to use in purchasing fabrics for home-constructed or ready-made garments.
10. Demonstrate changes which can be made in clothing for creative style changes.
Have student design and make a garment, using original ideas.
11. Relate and demonstrate how careless grooming habits might harm clothing, considering such items as nail polish remover, hair spray, deodorant, and makeup.
Demonstrate correct procedure for putting on and removing clothing.
Develop a check sheet of standards for judging grooming practices.
Plan and carry out home activities for improvement of good grooming related to care of clothing.
Discuss and demonstrate stain removal techniques.
Demonstrate washing techniques of fabrics and how to handle and hang drip-dry fabrics.
Devise plan for closet and chest storage.
12. Show filmstrips on careers in the clothing field.
Identify careers on nonprofessional, self-employed level and on professional level.

Semester Course

Home Furnishings and Housing

Topics:

1. Accessories and Arrangements
2. Lighting
3. Household Improvements
4. Types of Housing
5. Housing Dollar
6. Occupation in Housing

Objectives:

1. To construct a creative object for the home.
2. To describe characteristics of good lighting in the home.
3. To develop skills for performing household improvements.
4. To identify values and make decisions.
5. To describe opportunities for reducing family expenditures.

Classroom Activities and Procedures:

1. Make creative articles for the home.
Discuss principles of arranging flowers.
Make several arrangements.
Conduct project for refinishing, antiquing, wallpapering, and improving furniture.
2. Study types of basic lighting in the home and requirements for area lighting.
Construct a study lamp that meets the requirements for study.
3. Have student report on space saving arrangements and devices.
Develop a home safety checklist.
Make simple household repairs of such items as electrical plugs, water faucets, blinds, etc.
Develop a plan for cleaning and caring for the home and yard.
Identify window treatments.
Construct curtains or draperies for windows.
Re-cover a piece of furniture.
4. Identify and discuss types of housing units available to families in local area including homes, apartments, housing projects, mobile homes, etc.
Investigate cost of each type of housing in local area. Include renting, buying, and maintenance costs.
5. Provide a case study of a family with a specified annual income. Have students determine the amount of money available for housing and the type of house attainable for that amount of money.

Consider necessary furnishings and determine order of priority.

6. Have students list jobs to be done in the home as a member of the family.
   Have students list possible job opportunities:
   Sales clerk in furniture store.
   Drapery making for specialty store.
   Interior decorator or aide.
   Housekeeper aide.

Semester Course

Consumer Education

Topics:

1. Role of the Consumer
2. Selection Factors
3. Budgeting
4. Saving and Investment
5. Credit
6. Consumer Risk
7. Food Dollar
8. Clothing Dollar
9. Housing, Furnishings, and Equipment Dollar
10. Transportation Dollar
11. Leisure Dollar
12. Baby Cost

Objectives:

1. To list responsibilities and privileges of a consumer as evaluated by reading newspaper articles.
2. To interview families and observe their values, goals, and attitudes toward the use of money.
3. To develop a plan for managing a family income based upon a hypothetical family.
4. To analyze various types of savings and investment plans.
5. To write the principles in the use of credit.
6. To cite examples of financial security and how to obtain them.
7. To demonstrate the wise use of the food dollar.
8. To select, use, and care for clothing.
9. To plan expenditures for the home.
10. To list factors involved in selecting and owning a car.
11. To identify guidelines for managing the recreational dollar.
12. To survey and compare expenses involved in child birth and child rearing.

Classroom Activities and Procedures:

1. View and discuss filmstrip, "Your Role As A Consumer."
   View film, "Consumer in the Market Place - Consumer in Action."
   Observe people in the market place and identify behaviors.
2. Role-play case studies on consumer practices.
   Interview families and analyze values and goals on basis of goods and services used.
   Read a month's cancelled checks for one or two families or individuals.
   Have students describe the family or individual on the basis of checks written.
3. Secure a resource speaker (homemaker) to discuss importance of managing money.
   Use transparencies to illustrate items to include in budgeting.
   Review case studies which use time and energy as a substitute for money.
   Have a lawyer discuss wills, trusts, and financial management services.
   Survey community services that are available and compare cost with private services.
4. Review and discuss case studies which give purposes for saving.
   Secure resource person from institution involved in many forms of savings and investments to talk to class. Have students visit and interview bankers, etc.
   Have a lawyer discuss investment fraud and protection.
   Have student open a mock savings account.
5. Conduct a discussion on items or services often purchased by using credit. List items on board to help students understand the wide range of goods and services acquired through use of credit.
   Present play by class members, "Who Gets the Credit."
   Give students specific examples to calculate the costs of certain types of consumer credit.
   Study procedures which may be taken when credit obligations are not met.
   Have a credit manager speak on credit rating and other important factors in obtaining credit.
   Have a banker speak to class on use of credit cards.
   Have students report on truth in lending law.
6. Assign student reports giving known examples of:
   Accident and Health Insurance
   Automobile Insurance - collision and liability
   Property Insurance
   Have student interview representative of Social Security and report on the part it plays in financial planning.

7. Observe shoppers in a supermarket and discuss findings.

   Have students develop a week's menu for a limited, a moderate, and a liberal budget. Emphasize cost and nutritive value of food.

   Make comparative studies of food advertising sections of newspapers.

   Show and discuss filmstrip, "How to Stretch Your Food Dollars."

   Make an assigned tour of a supermarket.

   Compare the cost of convenience foods available in various forms and usage.

   Develop sketches of storage facilities.

   Develop a list of types of food which may satisfactorily be stored in a refrigerator, cabinet, or freezer.

   Chart proper method of storage - how to wrap, length of time it can be stored, preparation before storing, and other pertinent information.

   Review storage facilities in the food laboratory. Study storage facilities in some homes, using house plans.

   Examine labels from different types of food.

   Discuss "What is a Good Label?" and develop a checklist of the information given on what is considered a "good label."

   Exhibit examples of food products that have been voluntarily graded.

   Have illustrated discussion on how to use grades in buying. Emphasize the importance of knowing the grades.

   Have student reports on various federal laws pertaining to food.

   Divide class members into two teams to debate guidelines in controlling food costs. Make a list of suggested guidelines and give to class members.

8. Have discussions on leading questions related to dressing standards.

   Have illustrated discussion on coordinating clothing.

   Secure resource person, beauty queen or model, to discuss clothing and accessories.

   Identify factors which influence decisions in purchase of clothing.

   View film and brainstorm for ideas to be a wise clothing shopper.

   Role-play a clothing shopper with good buying practices and one with poor buying practices.

   Have two or three students exhibit garments that are good buys and some that are poor buys.

   Devise a checklist to be used before purchasing a garment.

   Discuss the different methods one may use to pay for clothing: cash, credit card, charge accounts, installment buying, or lay-away plan.

   Compare cost of some ready-to-wear garments and comparable home-constructed garments.

   Illustrate proper care and storage of garments. Study "hang tag" of garment for care instructions.

   Develop drawings and pictures of well-organized chests, closets, and drawers. Note the usability, convenience of each.

9. Compare Apartments available locally.

   Have resource speaker discuss the advantages and disadvantages of buying or renting a mobile home. Visit a mobile home.

   Have a "buzz session" on "Factors to Consider in Selecting a Lot." Have each student select a site and give advantages and disadvantages of his choice.

   Have banker or real estate agent speak to class on ways of financing home ownership.

   Have students interview home owners to determine the actual expense of ownership.

   Develop a list of construction points to check before purchasing furniture.

   Illustrate factors to consider in selecting furniture.

   Research methods used for payment of furniture.

   Brainstorm for ideas which may help to minimize furniture costs, such as purchasing second-hand furniture or unfinished furniture.

   Divide class into three teams and assign one to report on wall treatment, floor coverings, and window treatments.

   Have each group develop buying guides for the respective types of furnishings.

   Have each student prepare present and future plans for furniture buying for a newly married couple. Give the students the income, number of children planned, type of dwelling they live in, and other basic information.

   Have illustrated discussion on the various types of materials used in household equipment and appliances, their properties and uses.

   Invite an appliance store or utility representative to demonstrate major appliances.

   Survey the major appliances for availability and cost.

   Compile a list of small electrical appliances on the market.

Identify factors to be considered in selecting a small appliance.
Develop a list of essential non-power utensils and equipment for the home.
Study use and care bulletin which accompanies an appliance and stress the importance of keeping the bulletin.

10. Survey the prices of cars at various dealers.
Give group assignments on features of car to report to class.
Read and discuss case study from "Making the Most of Your Money" on buying used cars.
Have panel discussion on "Pros and Cons —New Car Versus Old Car."
Compile a list of questions which will help determine the type of car you select.
Have car dealer speak to class on types of guarantees on cars.
Identify and approximate costs of owning a car, other than its initial purchase price.
Have a driver training instructor talk to the class on ways to keep down operating costs.
11. Survey the types of local recreational facilities and compare costs.
Identify the physical and mental values of constructive recreation.
12. Assign student reports on baby's layette maternity clothing, and equipment for the baby.
Compare quality characteristics of equipment for infants and toddlers. Exhibit equipment.
Compare local prices of the equipment in different types of stores.
Have a doctor, nurse, or young mother talk on medical expenses of having a baby.
Discuss, using illustrative material, the following methods of paying expenses for pregnancy and childbirth: lump sum, installment, and hospital insurance.
Conduct interviews with parents, friends, doctors, neighbors, and hospitals to determine the most common practice used to pay for pregnancy and childbirth in the local community.
Have group reports on the differing needs of [illegible] — preschool children, grade school children, adolescents, and teen-agers.
Consider these needs: clothing and personal grooming items; education; health and recreation.
Survey what arrangements local working mothers have for the care of their children while working. Observe places where children of working mothers are kept.

Semester Course

Foods and Nutrition

Topics:

1. Equipment
2. Measurements and Recipes
3. Basic Preparation Techniques
4. Egg Cookery
5. Milk
6. Fruits
7. Simple Menu Preparation
8. Vegetables
9. Desserts
10. Salads
11. Basic Four Food Groups
12. Table Setting
13. Kitchen Management
14. Food Storage
15. Meal Preparation
16. Food Dollar
17. Food Occupations

Objectives:

1. To use basic small equipment in the kitchen.
2. To measure ingredients accurately.
3. To prepare a simple recipe.
4. To identify basic principles of cookery for cereals, quick breads, eggs, and beverages.
5. To classify milk and milk usage in beverages.
6. To identify fruits and select for preparation.
7. To prepare soups for simple menus.
8. To prepare dishes preserving flavor, texture, and nutritive value.
9. To prepare vegetables by nutritious methods.
10. To plan and prepare a dessert as a pattern of a meal.
11. To prepare tasty, nutritious salads.
12. To identify the basic four food groups.
13. To set the table for a family-type meal.
14. To plan, prepare, and serve Meal Patterns I and II for breakfast.
15. To store foods correctly in refrigerator and cabinets.
16. To prepare desirable, tasty foods.
17. To plan menus of low-cost meals and calculate unit prices.
18. To identify employment opportunities for foods occupation.

Classroom Activities and Procedures:

1. Name equipment and observe placement in unit kitchen.
Identify numbered equipment of a "What Is It Quiz" or "Find Me A _____."
Demonstrate use of a range.
Demonstrate use of the oven.

2. Demonstrate methods of measuring, illustrating terms and abbreviations used in recipes.
   Demonstrate measuring and have a performance test in measuring.
   Evaluate the product for taste, texture, and color.
3. Prepare cookie recipe and evaluate for taste, texture, and color.
   Demonstrate new skills and principles of food preparation.
   Prepare a quick bread recipe or layer cake.
4. Exhibit and discuss advantages of different kinds of cereals—ready-to-eat, quick-cooking, and long-cooking.
   Prepare cereals.
   Prepare several types of quick breads and a homemade mix. Compare results.
   Prepare exhibit of products showing:
   properly-kneaded dough
   over-kneaded dough
   properly-mixed muffins
   over-mixed muffins
   Break fresh and old eggs to recognize the characteristics of each.
   Demonstrate five ways of preparing eggs—hard cooked, soft cooked, poached, fried, and scrambled.
   Prepare eggs in at least two different ways.
   Prepare several dishes using eggs.
5. Exhibit kinds of milk—fresh, pasteurized, homogenized, skimmed, canned, and dried. Discuss processing each has had and purposes. Demonstrate mixing of dried milk. Compare costs, advantages and disadvantages of each.
   Demonstrate heating milk.
6. Conduct field trip to supermarket to observe fruits and vegetables available.
   Prepare salads using fresh fruits prepared quickly to retain color and food value.
   Prepare cooked fruits adding sugar at beginning of cooking to retain shape.
   Prepare dried fruits, serving as a salad or pie, pointing out high energy value.
   Compare costs of fresh, dried, and canned fruits.
7. Identify types of soups, cream and stock, and indicate usefulness as a liquid food.
   Prepare a casserole using soup as a combining agent.
8. Exhibit and discuss meats and meat substitutes. Classify those which are complete and incomplete proteins.
   Review principles of cooking eggs and milk at low heat for short period of time.
   Exhibit varieties of cheese.
   Demonstrate cooking at high and low temperature.
   View film, "Cooking with Moist Heat; Cooking with Dry Heat."
   Demonstrate meat extenders for low-cost, nutritious meals. (Oatmeal, macaroni, bread, etc.)
   Discuss storage before and after preparation.
9. Identify most commonly used vegetables and ways of using for variety of texture, color, and shape.
   Discuss selection of vegetables—fresh, canned, frozen, dried, and give characteristics of each.
   Exhibit principles of vegetable cookery.
   Prepare a variety of vegetables, using many methods and compare time, quality, taste, and cost of each.
10. Discuss types of desserts as to place in the meal, nutritive value, etc.
    Prepare frozen desserts, refrigerator desserts, cakes, and pastries.
11. Illustrate the place of salads in a meal, main course or accompaniment. Indicate types of foods to be used.
    Exhibit types of dressings. Demonstrate preparation of fresh vegetables for salads, especially lettuce.
    Prepare a variety of salads.
12. Exhibit foods in Basic Four Groups.
    View filmstrip: More Than Love, National Foundation, White Plains, New York.
    Arrange food models according to nutrients found in each.
    Develop games, puzzles, or contests to teach food nutrients.
    Plan daily menus for family including required foods from Basic Four.
    Plan and prepare four simple menus using meat alternates, such as: (a) Welsh rabbit; (2) creamed eggs on toast; (3) salmon loaf; and (4) tuna and noodle casserole.
13. Make mock table settings for several menus and discuss.
    Role-play simple family meals using correct procedures.
14. Supply a sample meal. Have students work out plans for a simple meal: equipment needed; work schedule; grocery order; storage of foods, and clean up.
    Dramatize meal preparation lesson with characters based on work habits, such as Messy Mary, Sampling Sally, Primping Polly, and Apronless Alice.
    Arrange students into two groups for

preparation and observation.

Develop a simple plan sheet including meal pattern, men, recipes, market order, equipment, table setting, duties of group members, and work schedule.

15. Study the refrigerator, pointing out coldest areas.

    Arrange foods for best storage: meats, eggs, butter, vegetables, frozen foods, and fruits.

    Prepare casseroles, soups, etc. using leftovers.

16. Plan and prepare breakfast and lunch.

17. List menus for one week, indicating items to be purchased and total cost.

    Prepare an exhibit of many items indicating local prices.

    Select one food item (e. g., potato) and secure as many examples as possible: fresh, frozen, canned, instant. Compare prices and nutritional content.

    Use charts and filmstrips to study and determine tender cuts of meat.

    Demonstrate preparation of fish and poultry.

    Visit meat market and identify cuts.

    Have local butcher show and explain grades of meat in relation to cost.

    Make similar observation with other foods (vegetables, canned goods, etc.)

    Observe in local supermarket items selected by shoppers. Analyze purchase from standpoint of needs, wants, and impulsive buying.

    List information on labels and their value to the homemaker.

    Plan and prepare low-cost meals for large groups, outdoor cooking, lunch box meals, buffet, and teas. Consider special nutritional needs for the elderly, infants, diabetics, and ill people.

18. List institutions where food is prepared and packaged for sale: salad houses, airline supply houses, school lunch supply houses, wholesale meat houses, etc.

    List institutions where food is prepared and served to consumer: restaurants, school cafeterias, hospitals, drug stores, etc.

    Secure resource speakers on professional opportunities: dietitians, food researchers, caterers, etc.

    Show filmstrip on careers in home economics.